AN INVESTIGATION INTO STUDENTS' ACADEMIC AND OCCUPATIONAL
ENGLISH LANGUAGE NEEDS AT OFFICE MANAGEMENT AND
SECRETARIAL STUDIES DEPARTMENTS OF NİĞDE UNIVERSITY'S
VOCATIONAL COLLEGES

The Institute of Economics and Social Sciences
Of
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ABSTRACT

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VOCATIONAL COLLEGES

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This study investigated the English language needs of the students enrolled in the

office management and secretarial studies departments of Niğde University's vocational

colleges. Niğde University provides its students at the office management and secretarial

studies department with a vocational English course. This study aimed at finding out

academic and occupational English language needs of office management and secretary

students, from the perspectives of the currently enrolled students, former students,

content teachers, and employers, in hopes of being able to make well-based curricular

recommendations for vocational English course at office management and secretarial

studies departments of Niğde University.

Data were collected, via four different questionnaires, from 196 currently enrolled students, 39 former students, 35 content teachers, and 32 employers. The questionnaires were then analyzed using descriptive statistics, ANOVAs, t-tests, Tukey test, and one-way chi-square tests.

In this thesis, the main results of the needs assessment can be summarized as that a new curriculum is required for the vocational English course at the office management and secretarial studies departments of Niğde University's vocational colleges. This study also revealed that the new curriculum should attempt to meet students' target needs along with their learning needs. In this study, the target and learning needs that are essential for students' academic and occupational success were examined under four basic English language skills, and presented as suggestions in order to develop a new course curriculum. In addition, the results pointed out that the new course curriculum should focus more on improving students' reading and speaking skills compared to writing and listening skills. Respectively, all of the participant groups of the study agreed on the importance of using content-related reading materials from the internet.

ÖZET

NİĞDE ÜNİVERSİTESİ MESLEKYÜKSEKOKULLARINDAKİ BÜRO
YÖNETİMİ VE SEKRETERLİK BÖLÜMÜ ÖĞRENCİLERİNİN AKADEMİK VE
MESLEKİ İNGİLİZCE GEREKSİNİMLERİNE YÖNELİK BİR ARAŞTIRMA

Çelik, Serkan

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Julie Mathews Aydınlı

Ortak Tez Yöneticisi: Dr. Bill Snyder

Haziran 2003

Bu çalışma Niğde Üniversitesi meslekyüksekokullarındaki büro yönetimi ve
sekreterlik bölümüne kayıtlı olan öğrencilerin İngilizce gereksinimlerini araştırmıştır.
Niğde Üniversitesinde büro yönetimi ve sekreterlik bölümü öğrencilerine yönelik olarak
bir mesleki İngilizce dersi bulunmaktadır. Bu çalışma, mesleki İngilizce dersinin
proğramının geliştirilmesi sürecine katkıda bulunmak amacıyla büro yönetimi ve
sekreterlik böümü öğrencilerinin akademik ve mesleki İngilizce gereksinimlerini halen
kayıtlı olan öğrencilerin, mezun durumdaki öğrencilerin, branş hocalarının, ve
işverenlerin perspektiflerinden incelemeyi amaçlamıştır.

Bu çalışma için, 196 halen kayıtlı bulunan öğrenciden, 39 mezun durumdaki
öğrenciden, 35 branş hocasından, ve 32 işverenden, dört farklı anket aracığılıyla veri

toplanmıştır. Anketlerin incelenmesinde frekans ve yüzde analizi, varyans analizi, Tukey testi, ve tek yönlü Ki-kare yöntemleri kullanılmıştır.

Bu tezde, uygulanan ihtiyaç analizinin en önemli bulgusu, Niğde Üniversitesi meslek yüksekokullarındaki büro yönetimi ve sekreterlik bölümündeki mesleki İngilizce dersi için yeni bir proğramın gerekli olduğudur. Bu çalışma aynı zamanda, yeni ders proğramında, öğrencilerin öğrenme ihtiyaçlarının yanısıra hedef ihtiyaçlarının karşılanmasına da önem verilmesi gerektiğini ortaya çıkarmıştır. Öğrencilerin mesleki ve akademik başarıları için, karşılanmaları gerekli olan hedef ve öğrenme ihtiyaçları, dört temel dil becerisi altında incelenmiş, ve yeni ders proğramının içeriğini geliştirmek için somut önerilere dönüştürülmüştür. Ayrıca, yeni ders proğramının yazma ve dinleme becerilerine kıyasla okuma ve konuşma becerilerine daha fazla ağırlık vermesi gerektiğide çalışmanın bulguları arasındadır. Bununla birlikte, büro yönetimi ve sekreterlik alanıyla ilgili internetteki İngilizce okuma parçalarının dersin içeriğinde kullanılmalarının önemi konusunda çalışmaya katılan bütün grupların aynı görüşte olduğu gözlenmiştir.

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EXAMINATION RESULT FORM

JUNE 11, 2003

The examining committee appointed by for the Institute of Economics and Social

Sciences for the thesis examination of the MA TEFL student

Serkan Çelik

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Title: An Assessment of Students' Academic and Occupational English
                 Language Needs at Office Management and Secretarial Studies
                 Departments of Niğde University's Vocational Colleges

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                   US Embassy

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

    (Julie Mathews Aydınlı)
        Supervisor

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

    (Dr. Bill Snyder)
    Examining Committee Member

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

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Approval of the Institute of Economics and Social Sciences

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CHAPTER ONE: INTRODUCTION

Introduction

In discussions of program design, English language teaching professionals often focus on responding to the needs of their learners. Specifically, asking questions about learners' reasons for learning a language has moved the field of TESOL in the direction of English for Specific Purposes (ESP). ESP is an approach that uses needs assessment as the foundation for curriculum development and differs from general English in terms of the students themselves, the nature of students' needs, the instructional objectives, and syllabi. Jordan (1997) defines needs assessment as the process of identifying what learners require in a language and arranging these needs according to the students' priorities.

This study aims at finding out the language use needs of students attending occupational English language courses in the Office Management and Secretarial studies departments of Niğde University's vocational colleges from the perspectives of currently enrolled students, content teachers, former students, and current employers of former students. The results of the study may be used to develop a more appropriate curriculum, including the designing of syllabi to meet students' newly identified needs, and choosing materials that better complement new course goals and objectives.

Background of the Study

Language teaching has been widely affected by the technological and social changes of the 20th century. A significant body of literature posits that the focus of language teaching has shifted from the nature of the language to the learner, and increasingly the learner is seen at the center of the learning and teaching process

(Brown, 1995; Hutchinson & Waters, 1987; Jordan, 1997; Nunan, 1988; Richterich & Chancerel, 1977).

According to Hutchinson and Waters (1987), developments in areas such as technology, commerce, science, and the use of English for communication have created a new generation of English learners who know specifically why they are learning English. If we acknowledge that language learners have different purposes for learning the language, the importance of identifying the needs of language learners can be understood. The needs of language learners can be identified by a needs assessment. Brown (1995) defines needs assessment as a process of gathering information through various activities and from different groups of informants to determine the learning needs of a particular group of students. After analysing these needs, an appropriate curriculum can be developed.

In recent decades, people have generally attempted to learn English for either professional or educational purposes as opposed to learning English for pleasure or prestige. Specifications of learners' purposes for learning English have necessitated the development of new approaches and techniques in ELT. English for Specific Purposes is one of these approaches and uses needs analysis as the basis of curriculum development. Munby (1978) defines ESP as "a course where the syllabus and materials are determined in all essentials by the prior analysis of communication needs of the learners" (p. 2).

Dudley-Evans and St. John (1998) point out that needs analysis can be considered as the cornerstone of ESP. A needs analysis is generally used to define the objectives and goals of a course, which is the first step of developing a curriculum. This step is followed by materials selection, syllabus design, and assessment. A needs assessment

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offers useful sources of data when designing a course syllabus and is therefore beneficial to learners.

ESP is separated into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The term EOP generally refers to job-related courses and is likely to be highly technical or specific in nature, such as English for technicians or businessman.

Various definitions of language needs have been suggested by researchers. Some of them have focused on the language needs of the learners in terms of the target situation, in which the learner will need the language to function effectively (e.g. target needs, Hutchinson & Waters, 1987; communication needs, Richards, 1990). Others have focused on needs that the learners require while they are in the process of learning the language (e.g. learning needs, Hutchinson & Waters, 1987; Situation needs, Richards, 1990). Still others have focused on the students' own perceptions of their needs (e.g. felt needs, Berwick, 1989). Lastly, some of them have focused on the various perceptions of the learners' needs from the perspectives of teachers and graduates of the discipline or institution (perceived needs, Berwick, 1989). In the case of this study, the researcher reflects all aspects of the definitions of learners' language needs mentioned above. This study attempted to obtain data that may suggest ways of improving the current language curriculum. These suggestions are intended to be a reflection neither of only one group's perception (i.e. the students' 'felt needs', or, teachers', administrators' perceptions on learners' language needs (i.e. felt, and perceived needs) nor of only the needs, which the students will be required to meet in order to function in their future occupations (i.e. target needs).

Researchers should make certain fundamental decisions about who will be involved in the needs assessment, and what types of information should be gathered, before conducting a needs assessment (Brown, 1995). According to Brown, there are various groups which may be involved in a needs assessment process, namely the target group, the audience, the need analysts, and the resource groups. The current study attempts to include a wide variety of perceptions from all of Brown's suggested groups except the audience. In this case the target group includes Office Management and Secretary students at Nigde University's vocational colleges. The various resource groups from whom data will be collected include the content course teachers from the Office Management and Secretarial studies departments of Nigde University, former students of the office management departments of Nigde University, and employers of former students. The needs analyst is the researcher himself. As the audience of the study, English language instructors were not included into the study. This decision was based on the fact that these teachers are assigned to teach in different departments in every year in Niğde University, and thus do not have the chance to gather experience on the language needs of any particular department's students. Thus they were not considered to be in a position to provide information of specific relevance to the target group learners' needs.

Several researchers have conducted needs analyses to determine students' English language use requirements (e.g. Aguilar, 1999; Arik, 2002; Basturkmen, 1998; Braine, 2001; Boran, 1994). Arık (2002) aimed to identify the academic needs of the students attending various faculty and college programs from the perspectives of the discipline teachers. Boran's study differs from Arık's study, in that the researcher investigated both the academic and occupational language needs of the students attending a tourism

faculty. Basturkmen conducted her study of students' overall academic needs in the college of Petroleum and Engineering, in Kuwait, while Braine investigated specifically the academic writing needs of students attending a science and an engineering faculty. Aguilar (1999) focused on identifying the occupational needs of hotel maids in Waikiki. The above studies are reflective of the common predominance in needs analyses to focus on academic needs. Given the vocational nature of this study's target group students, it was felt that a similar focus solely on academic needs would be insufficient.

The aim of this study is to provide a full understanding of the target groups' needs by attempting to identify both the academic and occupational needs of the students attending vocational schools, in this particular case, in the office management and secretarial studies departments. The rationale behind focusing on both academic and occupational needs of the students is to help in training them to be successful in the courses and in the target situation.

<div align="center">Statement of the Problem</div>

A needs assessment of students can be seen as the first step that should be taken to develop a curriculum. Additional steps to curriculum development include identifying goals and objectives of a program, designing a syllabus, and selecting and developing materials. In educational settings where a needs assessment has not been done, there is often a mismatch between students' real needs and the goals and objectives of the program.

Niğde University attempts, among other things, to provide its students with English necessary for their occupational purposes. Students who attend some departments of the vocational colleges of Niğde University have occupational English language courses in their second year. These departments are office management,

tourism, radio-television programming, and nursing. These departments offer occupational English language courses to the students, four hours per week during the students' second year, totalling 112 hours in an academic year. Unfortunately, the English language needs of the students enrolled in these courses have never been precisely defined.

The English language teachers assigned to teach in these departments change every year. Not only do the teachers teach in different departments every year but the English language teachers of occupational courses also teach in more than one department at the same time. These somewhat unstable conditions make it difficult to define the needs of the learners. Since it has not yet been possible for the teachers themselves to plan and implement a needs-based curriculum or syllabus for each department, these teachers generally choose and develop the course materials according to their intuitions. A needs analysis that takes into consideration the perceptions of currently enrolled students, former students, former students' employers, and content course teachers may be used to draw implications for the English language needs of the students in office management departments of Niğde University. Unfortunately, the English language needs of the office management students have never been asked from these important resource groups.

Although currently enrolled students do not necessarily know what they need, they can provide data on what they want. Therefore, perceptions of currently enrolled students are important in the process of identifying their felt needs. Former students' perceptions will be important for this study because they are currently employed in the field and they may recognise their practical English language needs in their occupational settings. Former students' employers may contribute to this study with their perceptions

of their employees' language needs. Content teachers who are experts in the office management field can give useful information about their students' academic English language needs.

This study aims, therefore, to determine the English language use requirements of the vocational college students who have occupational English language courses at Niğde University. The study intends to achieve this aim by means of a needs assessment, in order to clarify objectives and goals for occupational English language courses. In particular, this study will explore what former students and their employers, and undergraduate students and their content teachers perceive as being the English language needs of office management students in the Ortaköy, Aksaray and Niğde vocational colleges of Niğde University.

Research Question

The following constitutes the research question of the study:

1. What are the academic and occupational English language needs of the students at office management and secretarial studies departments of vocational colleges of Niğde University based on the perspectives of:

a. Currently enrolled students;

b. Former students;

c. Content course teachers;

d. Employers of the former students.

Significance of the Problem

In the process of Turkeys' integration into the European Union, the young and educated population of Turkey should be able to use English efficiently in their occupational settings. Consequently, Turkish universities should identify their students'

English language needs and recognise that students need English not only in their university education but also in their occupational settings. Today's world requires students to communicate in English for occupational purposes.

It has been pointed out (e. g. Brown, 1995, and Richterich and Chancerel, 1977) that when the needs of learners are identified, more precise objectives and goals for their language programs can be determined. The information gathered from a needs assessment can be used for identification of pedagogic purposes. Moreover, materials, teaching activities, and tests can be designed according to the needs of learners. For a successful instructional setting, students' needs should be identified and the curriculum should be designed according to these needs by a needs assessment study.

Although many needs analyses have been reported in the literature, none of them have attempted to identify the English language needs of Turkish vocational college students and none of them have been related to Turkish students of office management and secretarial studies.

This study aimed to identify and analyse the vocational English language needs of the students in the office management and secretarial studies departments of the Ortaköy, Aksaray and Niğde vocational colleges. The findings sought to reveal whether any language skills or tasks should be given priority over the others in the students' English instruction. Furthermore, it was assumed that the findings might reveal weaknesses of the current situation in terms of the syllabi and contribute to necessary changes in the content of these occupational English courses. Defining the vocational English language use requirements of students is a starting point for curriculum renewal. In Niğde University, there are six other vocational college and five departments which have occupational English language courses. This study can function as an example and

provide a guiding framework for determining the language use requirements of the other departments' occupational English language courses. Moreover, throughout the Turkish university system, there are 92 Office Management and Secretarial Studies departments with an approximate student enrolment of 15,000. These other universities may also draw implications from this study.

Finally, such an investigation of the English language needs of the students who have occupational English language courses should offer guidance to the teachers of English for specification of goals and objectives, curriculum development, syllabus design, materials selection and development, and assessment.

Conclusion

In this chapter, a brief summary of the issues related to English for specific purposes and needs assessment was given. The statement of the problem, the significance of the problem, and research questions were covered as well. The second chapter is a review of related literature on the ESP and needs assessment. In the third chapter, participants, materials, procedures followed to collect and analyze data are presented. In the fourth chapter, the procedures for data analysis and the findings are presented. In the fifth chapter, the summary of the results with respect to research questions is given and implications, recommendations, limitations of the study, and suggestions for further research are stated.

Key Terms

English for Specific Purposes: ESP is an approach to language teaching, course design and materials development in which all decisions as to context and methods are based on the learners' reasons for learning.

English for Occupational Purposes (EOP): An approach in ESP concerning the preparation of students for the main language requirements of their future occupations.

English for Academic Purposes (EAP): An approach in ESP focusing on the language of professional content subjects or disciplines, such as law, engineering, or medicine.

Needs Assessment: Needs assessment is the sum of the processes in collecting information about the learners' current and future language use needs, in order to develop a curriculum which will meet the specific needs of students in a particular group.

Target Situation: Target situation refers to the circumstances where the language will be used by the learners.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to conduct a needs assessment in the office management and secretarial studies departments of Niğde University's vocational colleges in order to find out the academic and occupational language needs of this department's students. This chapter will review the literature on English for Specific Purposes (ESP) and Needs Assessment (NA) by expanding on the issues introduced in the first chapter. The first section presents a definition of English for Specific Purposes followed by its sub-categories and its contributions to the field of English Language Teaching (ELT). The second section includes five sub-sections. First, a discussion of the role of needs assessment in the process of establishing English language programs is presented. The second section focuses on defining needs of language learners. The third section reviews various approaches to needs assessment in order to reach a common background to use in this study. Section four focuses on two relevant issues of needs assessment: the methodology of needs assessment; and the data collection instruments of needs assessment. Finally, in the fifth section, an example of needs assessment studies both from Turkey and abroad are introduced and examined.

English for Specific Purposes

Asking the question, 'Why do the learners need to learn the target language?' helped initiate a new field in English language teaching. The name of this field is English for Specific Purposes (ESP). ESP is an approach which uses needs assessment as the basis for curriculum development. Hutchinson and Waters (1987: 19) define ESP as "an approach to language teaching, course design and materials development in which

all decisions as to context and methods are based on the learners' reasons for learning." What distinguishes ESP from English Language Teaching in general are the way in which the purpose of learning the target language is defined, and the manner in which ESP instruction is implemented. The purpose of ESP is to provide learners with the competence to cope with a specified set of tasks in order to achieve occupational and academic targets. On the other hand, ELT is concerned with providing the learners with a general capacity for language use in the future without any restriction of tasks. The implementation manner of ESP differs from ELT in terms of the specific effect of the target situation concept on which the ESP course directly focuses (Brumfit, 1984; Widdowson, 1983).

Mackay and Mountford (1978) define ESP as a form of teaching English for a utilitarian purpose that is defined with reference to some occupational requirements such as for telephone operators or civil airline pilots, or in vocational training programmes, such as for hotel and catering staff, or technical trades, or some academic or professional study, such as engineering, medicine, or law. Similarly, Johns and Dudley-Evans (1991) note that the emergence of ESP is rooted in three main reasons: internal communications; transmission of science and technology; and international communications. ESP is important for internal communications because it should encourage the learners to understand their roles in the educational and social development of their own nations. In terms of the transmission of science and technology, a great amount of international publications and journals on science and technology is in English, and learners should be provided with ESP courses to assist them in transferring the information to their own societies and cultures. Respectively, the importance of the ESP for the international communications can be based on the

consideration of English as a lingua franca for the language of science, technology, politics, airways, sea, and so on.

Strevens' (1988) definition of ESP makes a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics, in other words, those characteristics, which clearly distinguish ESP from ELT, are that ESP consists of English language teaching that is:

- designed to meet specific needs of the learner;
- related in content to particular disciplines, occupations, and activities;
- centered on language appropriate to those activities on syntax, lexis, discourse, semantics and so on, and analysis of discourse;
- in contrast with 'general English' (Strevens, 1988:1).

The variable characteristics, which depend on the conditions of the learning setting, are that ESP:

- may be restricted as to the learning skills to be learned
- may not be taught according to any pre-ordained methodology (Strevens, 1988:1) .

Similar to Streven's definition in terms of distinguishing aspects of ESP, Dudley-Evans and St. John (1998) claimed that ESP is centered on the language (grammar, lexis, register), skills, discourse and genres of the activities mentioned below

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific, teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners
- ESP is generally for intermediate or advanced students but it can be used with beginners (Dudley-Evans & St. John, 1998: 5).

The vocational English course currently being taught at the vocational colleges of Niğde University and the focus of the current study has many of the characteristics mentioned above. It was designed to meet academic and occupational needs of the adult learners of the office management and secretarial studies departments of Niğde University's

vocational colleges. The aim of the vocational English course is to improve students'

language abilities in terms of skills, discourse, and genres to make them perform

effectively both at the vocational college and in their future (target) occupations.

ESP course types

Although there are several types of ESP courses in the literature, ESP is often

classified "according to the field of target activity" (Flowerdew, 1990: 327). That is to

say, the types of ESP courses are developed according to the target situation in which

the learner will use the target language. Since the focus of this study is on both academic

and occupational language needs of technical students, the researcher chose to draw on a

combination of employment and academic types of ESP as described by Lomperis

(1997). The main types of ESP courses as described by Lomperis have been compiled in

figure 1 below.

ENGLISH FOR SPECIFIC PURPOSES (ESP) LANGUAGE FOR SPECIFIC PURPOSES (LSP)				
English in Preparation for Employment (EPE) (Pre-Employment)			English for Employment Purposes (EEP) (Employment)	
Pre-Vocational English (PVE)	English for Vocational English (VESL)	English for Academic Purposes (EAP)	English for Occupational Purposes (EOP)	English for Professional Purposes (EPP)

Figure 1: ESP course types

According to Lomperis, ESP can be separated into two main branches: English in

Preparation for Employment (EPE) and English for Employment Purposes (EEP). Thus,

Lomperis bases her distinction between these two groups on whether the learners have

yet entered the field for which they are receiving language training. EPE involves three

sub-categories of Pre-vocational English, Vocational English (VESL), and English for

Academic Purposes (EAP). EEP involves two sub-categories as English for Occupational Purposes (EOP) and English for Professional Purposes (EPP).

The sub-categories of EPE, in general, concern the preparation of students for the main language requirements of their future occupations. Pre-vocational English, that is, for those who will enter the job market in any trade occupation or profession, deals with the general language of getting, maintaining, and advancing on the job. Vocational English, which is for those preparing for job training, is concerned with the language of training in specific trades or occupations. In EAP, the focus is on the language of professional content subjects or disciplines, such as law, engineering, or medicine.

The sub-categories of EEP, EOP and EPP are for individuals already employed in the job market in a particular trade, occupation, or profession. These branches of ESP are concerned with the language of job performance. To distinguish still further, according to Lomperis, EOP is most interested in entry-level positions and EPP is more related to management level positions. Since the current study attempted to determine the English language needs of office management and secretary students who have not occupied yet, the most relevant ESP course type offered by Lomperis to the current study is pre-vocational English.

Development of ESP courses

The development of an ESP course can be seen as dependent on five main elements: the concept of specialized language, rhetorical or discourse analysis, target situation analysis, skills and strategies, and the learning centered approach (Hutchinson and Waters, 1987). The concept of specialised language refers to the idea that different registers require specific linguistic forms. Register can be defined as "a variety of language according to use, depending on the situation" (Piai, 2003: 3). The process of

identifying the particular grammatical and lexical features in a field of study is called register analysis. In the rhetorical and discourse analysis stage of developing a curriculum for an ESP course, the focus is shifted from the sentence level to a level above the sentence because of the fact that the rhetorical patterns of text organisation differ significantly between specialised areas of use. As the learners' needs should be considered while choosing the texts to be used in teaching them, the concern of much ESP research has been to identify the organisational patterns in texts and to specify the linguistic means by which these patterns are signalled. The third element in developing an ESP course is target situation analysis. This type of analysis essentially means the same thing as needs assessment. In this process of needs assessment, the curriculum designer investigates the learners' needs in the area in which they will use the language, and designs the syllabus according to the identified needs of the learners. The skill and strategies element of course development is concerned with language skills that will enable the learner to cope with the demands required by the target situation more elaborative compared to target situation analysis. Finally, adopting a learning centered approach requires taking into account the needs, abilities and interests of each learner in order to determine the content of the ESP course curriculum.

Since the learning centered approach focuses on the learners' needs while designing ESP courses, assessing learners' needs and using authentic materials are vital aspects of ESP courses. Therefore, a significant body of literature claims that the greatest contributions of ESP to language teaching are authenticity and needs assessment (Bhatia 1986; Dudley-Evans & John 1998; Edwards 2000; Gatehouse 2001; Graves 2000; Hutchinson & Waters 1987; Johns 1991; Jordan 1997; Mackay & Mountford

1978; Munby 1978; Nunan 1988; Price-Machado 2001; Robinson 1991; Spector et al 2001; West 1998).

The concept of authenticity is related to the idea that the main consideration in an ESP course must be authenticity in terms of the texts and tasks used (West, 1998). Since authentic texts are directly related to the professional interests of ESP students, they may motivate the students in order to perform effectively in their target situation. It is also recommended that authentic tasks that are the real life project-based studies related to learners' field of study should be used in ESP courses, as they are a good way of preparing students for actual professional applications (Spaulding, 1992).

Along with ESP, needs assessment has become fundamental to course design since the early 1960s. ESP asserts that the needs of learners should be considered as one of the most important factors in course design because the strategies and skills required by ESP can only be determined by analysing the learners' needs and, therefore an ESP course should be based on a needs assessment of the learners (Dudley-Evans & John, 1998). According to Johns (1991), before the inception of ESP, there was a tendency for instructors and curriculum designers to intuit the needs of learners rather than to attempt to identify them. The following section will focus further on needs assessment with sub-sections defining types of needs, approaches to needs assessment, and methodology of needs assessment.

<div align="center">Needs Assessment</div>

Current ideas in the field of language learning and teaching imply that traditional curricula can not meet several needs of learners. Goodlad (1979) makes a distinction between traditional and current curricula and gives a brief outline of these two curriculum types. In the traditional curriculum type, he argues that the starting point was

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language analysis, where as current approaches emphasize the analysis of needs at the beginning of the curriculum development process. He also points out that in traditional curricula, which only focus on the language, learners' thoughts and preferences are not taken into account in the planning of the curriculum. On the other hand, a curriculum which depends on the identified needs of students may create motivation in students since they can see their own contribution to it. Hutchinson and Waters (1987) add to these arguments, pointing out that a needs based curriculum, in which the content of the course is chosen to meet the needs of the learners, can most appropriately serve the educational objectives of the particular learners.

If curriculum designers and teachers really want to put the learners at the centre of the learning process, they should focus on the questions of "what do our groups of learners need to do with English in their work environment? What can they already do? What are the content areas which they need to talk and write about?" (Savage & Storer 2000: 137). Without knowing the learners' aims for using the language, there may very well be something missing in the topics for the courses.

Brindley (1989) also points out that teaching/learning programmes should be responsive to learners' needs as the underlying principle of a learner-centered system of language learning. He defines needs as "the gap between present language performance in a specific area and language performance required in a particular communication situation" (p. 69) and supports the idea that the best way to reveal the learners' needs is to conduct a needs assessment. Robinson (1991) also claims that the realization of the importance of learners' needs necessitates the identification of their needs in a systematic process. She calls for a systematic process of determining needs by comparatively analyzing the present and target situations of the learners.

Needs assessment, which is used interchangeably with the term 'needs analysis', is one of the crucial steps to be followed in designing a course curriculum for a second language classroom that will meet the needs and expectations of learners, teachers, foundations, and society. Richards (1984) and Jordan (1997) both outlined a series of steps for designing such a course, similarly, as follows; needs assessment, goal setting, syllabus design, materials development, methodology and evaluation. Sysoyev (2000) defines needs assessment as having the aim of bringing together the required and desired needs, and of determining goals and objectives to conceptualise the content of the course.

According to Tarone and Yule (1989), there are four levels of analysis in investigating what students need to learn: the global, the rhetorical, grammatical-rhetorical, and grammatical level. Global needs analysis defines the situations in which learners will need to use the language. In other words, global needs analysis attempts to determine in which target situations the learners will require the target language in order to perform effectively. Rhetorical and grammatical-rhetorical needs analyses are inter-related in terms of examining the registers being used in the target situations. Specifically, rhetorical needs analysis relates to the organization of information in the discourse that occurs within any given situation. Grammatical-rhetorical needs analysis attempts to determine what linguistic forms are used to realize the information structure at the rhetorical level. Grammatical needs analysis relates to the frequency with which grammatical forms are used in specific communicative situations.

During the 1980s, needs assessment studies were improved in particular by developments of new methodological approaches (Johns, 1991). For instance, Nunan (1988) criticizes the earlier needs assessment models as collecting data *about* the

learners rather than from them. He presents the learner-centered approach as an alternative to the previous models. In the learner-centered approach, learners are considered as a crucial factor in determining the content of the programs. A significant body of literature shares Nunan's point of view that it is very important to take learners' own wishes and expectations into consideration while developing a curriculum, determining goals and objectives, designing a syllabi, and developing materials. These studies point out that students learn better when they want to learn rather than when they feel an obligation to learn (Acedo et al 2002; Brindley 1989; Graves 2000; Horowitz 1986; Hutchinson & Waters 1987; John 1991; Jordan 1997; Munby 1978; Richards 1990; Richterich & Chancerel 1980; Savage & Storer 2000; Stern 1992; Tarone & Yule 1990; Young 2000).

In addition to its significance for Nunan's learner-centered approach, needs assessment can be used in a positive manner for the learners in terms of fostering the inclusion of scientific and technological developments in various curricula, and for renewing the existing curricula (Arsal, 1998). Moreover, since the needs assessment should be viewed as an ongoing process, both in its development and in its application, it can also be used as a teaching tool. Teachers can benefit from needs assessment to provide students a perception to become more aware and more purposeful in their learning processes. As the needs assessment is an integral part of systematic materials development, the findings of needs assessment studies may be utilized by teachers while choosing the course materials in order to motivate the students for learning.

Despite widespread acceptance of needs assessment's various uses for language teaching and the language learning process, there remain some debates about the results of needs assessment. The debates on needs assessment focus on the idea that needs and

expectations of the learners may differ from person to person. In addition, administrators, teachers, and learners may have different perceptions about students' needs. From this point of view, there should be a negotiation between syllabus designers, teachers, administrators, and learners to establish a consensus in deciding learners' language needs. The most logical way of establishing such a consensus on learners' needs is to conduct a needs assessment taking various groups' perceptions into consideration while attempting to determine learners' needs (Nunan 1988; Smith 1990; Tarone & Yule 1989; Yalden 1987). Therefore, the needs analyst should firstly decide on the sort of data needed and from whom data should be gathered. Holliday and Cooke (1982) argue that a needs assessment study should be based on six different perspectives:

1. What the subject teacher thinks the learners need to know;
2. What the institution thinks the learner needs to know;
3. What the English language teacher thinks the learner needs to know;
4. What the learners think they need to know;
5. What the learner wants to know;
6. What is compatible with the specific local features of the environment (p.66)

In terms of determining the sources of the data, Horowitz (1986) simply points out that the way to learn and categorize the language needs of the students is "getting the right information from the right people" (p. 460). Hutchinson and Waters (1987) clarify this call a bit when they claim that needs analysts can get the 'right information for a needs assessment' by comparing two sources: the present situation and the target situation. Analyzing the present situation requires defining the learning needs of the students such as reading and listening strategies. The target situation can be defined as the situation in which the language will be used, by the learners, such as specific fields of study like literature, business, or medicine (Hutchinson & Waters, 1987).

The target language needs, which students need to fulfill in order to cope with the difficulties in the target situation, should also be examined. Target language needs can be identified with the following questions categorized by Hutchinson and Waters: "Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where and when will the language be used?" (p. 59). This framework, firstly, can be used to determine what functions of language students need to use in the target situation. Subsequently, a curriculum can be designed with the aim of addressing the students' target situation needs. Since the aim of this study is to determine primarily the target needs of a particular group of learners in terms of their language requirements in their future occupations, the questionnaires prepared for this study were organized according to Hutchinson and Waters' framework.

The next section will examine the different types of needs discussed by different scholars.

Types of needs

Although there are numerous definitions of types of needs in the literature, in many cases they refer to overlapping thoughts. Brindley (1989) claims that finding a usable definition of needs is difficult in the context of second language learning and Richterich, (as cited in Brindley, 1989) comments that the concept of language needs has never been clearly defined and remains ambiguous. Among the various types of needs which have been mentioned in the literature, however, are; target and learning needs (Hutchinson &Waters, 1987; Jordan, 1997; Nunan, 1988), objective and subjective needs (Brindley, 1989; Jordan, 1997), situational and communicative needs (Richards, 1990), situation and language needs (Brown, 1995), and felt and perceived needs (Berwick, 1989; Jordan, 1997).

In this study, the researcher used a simplified version of Jordan's (1997) diagram of types of needs to clarify the various definitions of needs in terms of their direct relations with people involved in the language learning setting. Jordan recommends that needs analysts consider the needs analysis process from four different perspectives: student, course designer and teacher, employer/sponsor, and target situation needs.

Learning/Academic Needs		Target/Occupational Needs	
Students	Content teachers	Former students	Employers
Present, Current, Subjective, felt, learning. Wants/likes, Lacks Deficiency Analysis Purposes Perceived-needs Learning-centered		Target, future, objective. Target-centered Necessities Aims Demands Product-oriented	

Figure 2: Modified Version of Jordan's Diagram for Needs Analysis

As can be understood from Jordan's diagram, 'students needs' refer to the learners' perceptions of their current needs. 'Content teachers' refers to the instructors' perceptions of their learners' needs and lacks. 'Former students and Employers needs' refers to their demands from the institution in order to meet the needs in the circumstances where the language will be used by the learners.

Target needs and learning needs are very important definitions of needs types. The main difference between the target needs and learning needs is that target needs are what the learners need in order to function successfully in the target situation, whereas the learning needs are what the learners need to do in order to meet the target needs. Hutchinson and Waters (1987) examine target needs in terms of necessities, lacks, and wants. Necessities are the needs required in the target situation in which the learners use their target language. Lacks are the gaps between the target proficiency, i.e. the language proficiency required by the target situation, and the learners' existing proficiency. Wants

are the learners' own perceptions of their needs. In order to explore the target needs of the learners, many researchers recommend the following types of questions be asked by course designers: Who are the learners? What are the learners' goals' and expectations? How proficient are the teachers in the target language? Who are the teachers? What training and experience do the teachers have? What do the teachers expect from the program? What is the administrative context of the program? What constraints (e.g., time, budget, and resources) are present? What kind of test and assessment measure is needed? (Richards, 1990; Munby, 1978; Richterich & Chancerel, 1980; Hutchinson & Waters, 1995; Jordan. 1997).

Learning needs are those needs that must be met in order for students to meet the requirements of the target situation. They can be explored by asking such questions as: what knowledge and abilities are required of the learners in order to be able to perform to the required degree of competence in the target situation? (Hutchinson & Waters, 1987). Learning needs include language items, skills, strategies, and subject knowledge. According to Savage and Storer (2000), learning needs can be seen as instructional logistics needs. Savage and Storer (2000) exemplify learning needs by noting their relation to questions about "the purpose of the course, background of the learners, types of instructional resources, and location and time of the course" (p. 141).

Objective and subjective needs are another classification of needs types. Objective needs can be defined as "the needs, which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties" (Brindley, 1989: 70). Objective needs are, therefore, those needs that are identified on the basis of clear-cut, observable data gathered about the situation, the learner, the language that learners

must acquire, and learners' present proficiency and skill level (Brown 1995). The other important factors that should be embedded into the process of assessing objective needs is to use the information about students' backgrounds including their education, family, profession, age, language spoken, country and culture.

According to Brindley (1989) subjective needs refer to the "cognitive and affective needs of the learners in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, self-esteem, expectations, learners' wants with regard to the learning of English and their individual cognitive styles" (p.70). Since they are both related to the students' feelings and expectations about their language needs, subjective needs partially reflect the target needs of Hutchinson and Waters (1987). Hutchinson and Waters' (1987) definition of target needs emphasizes allowing students to express their own expectations towards their target situation requirements. Assessing subjective needs requires information about "students' attitudes towards the target language and culture, toward learning and toward themselves as learners; students' expectations of themselves and of the course; students' underlying purposes" (Graves 2000: 179). Therefore, the current study also gathered data about the target groups' expectations of the vocational English course and their motives for learning English.

One of the other classifications of needs types are situational and communicative needs. Situational needs focus on the general parameters of a language program and involve the goals, expectations, learning styles, and proficiency levels of learners. Situational needs also take into consideration the teachers' expectations, teaching styles and techniques. Communicative needs refer to the learners' requirements in the target situation. Communicative needs are concerned with the setting in which the learners will

use the target language, the learners' role in relationships in the target situation, necessary language skills (reading, writing, speaking, listening), the learners' future interactions and language tasks, and the level of language proficiency that is required by the learners' target situation (Richards, 1990). Richards' definition of communicative needs and Hutchinson and Waters' definition of target needs partially overlap as both of them refer to the learners' needs in the target situation. The main difference between communicative needs and target needs is that while communicative needs directly focus on the language necessities of the learners in their target situation, target needs make comparisons between the required language abilities of the target situation and the existing language abilities of the learners, and define the gaps between the present and target situation.

A further differentiation in the distinction of needs was made by Brown (1995) who identified situation needs and language needs. Brown claims that there should be some information related to a language program's human aspect, that is, the physical, social, and psychological context in which learning takes place. Needs related to this type of information are called situation needs. Brown states that "situation needs are related to administrative, financial, logistical, manpower, pedagogic, religious, cultural, personal, or other factors that might have an impact on the program" (p.40). Brown describes language needs as information about the target linguistic behaviors that the learners must acquire. Language needs include details about the circumstances in which the language will be used. However, Browns' definition of language needs also reflects the characteristics of the terms 'target situation' used by Hutchinson and Waters (1987) and 'communicative needs' used by Richards (1990) in terms of their special emphasis on the target needs of the learners.

Felt needs have been defined as those needs that the learners think they need (Berwick, 1989). Felt needs are related to the feelings, thoughts, and assumptions of the learners. They can be defined as "wants" and "desires" of the learners. Hutchinson and Waters' (1987) definition of 'wants' and Berwick's definition of 'felt needs' resemble each other as both of them are related with the learners' own perceptions about their needs. Perceived needs, on the other hand, are the thoughts of experts about the educational gaps in other peoples' experience (Berwick, 1989). Perceived needs are often considered as normative, real, and objective, in the sense that they reflect teachers' or educational settings' outsider perceptions of learners' language needs.

The next section will explore the current approaches to needs assessment in the literature.

Approaches to Needs Assessment

Curriculum designers should consider certain fundamental issues before conducting a needs analysis, such as the philosophies of needs assessment, the types of information to be gathered, and the instruments that can be used to collect data.

Philosophies of Needs Assessment

Brown (1995) claims that there are four primary philosophies that may be adopted in a needs assessment: discrepancy, democratic, analytic, or diagnostic. The importance of these philosophies relates to their effect on the type of information that ultimately gets gathered. In a discrepancy philosophy, needs are viewed as discrepancies or differences between a desired performance from the students and what they are actually doing. Holding such a philosophy implies that the analyst is concerned with the question of what the learners know and what they ought to know (McKillip 1987). A democratic philosophy proposes that any change that is desired by a majority of the group involved

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can be defined as a need. An analytic philosophy assumes that needs are defined as the

things that the students will naturally learn next, based on what is known about students

and the learning process involved. A diagnostic philosophy defines needs as anything

that would prove harmful if it was missing. In this study, the researcher used a

discrepancy approach, because one of the aims of the study is to find out the current

language levels of the students along with their target needs.

Methodology of Needs Assessment

Discussions on the methodology of needs assessment often begin with deciding on

the appropriate time to conduct a needs assessment in the process of developing a

program curriculum. Although there is a tendency to conduct needs assessments before

setting the goals of a course, a needs assessment study might be conducted before,

during or even after the program. If a needs assessment is conducted initially, it provides

information to the teachers about the background knowledge and desires of their

students. The findings of such a needs assessment should help the instructors in

determining appropriate materials and teaching approaches. If the needs assessment is

conducted at the end of the program, findings should be used to check whether the needs

of the students have been met, to identify the weaknesses and strengths of the current

curriculum and syllabus, and, perhaps most importantly, to decide on the necessary

changes to improve the current program (Richterich & Chancerel, 1980).

In carrying out a needs assessment the second major steps that should be followed

is to determine the data sources. Graves (2000) points out that a needs assessment should

include input from students as well as from various people related to the course, such as

teachers, funders, parents, administration, and employers. According to Brown (1995)

the researcher should consider the high-stake aspect of the needs analysis, when

deciding on the groups that will be involved in the study. He identifies these groups as the target group, audience, needs analysts and resource groups and states that they are equally responsible for the identification of learners' language needs.

The target group refers to the people (learners) about whom information will be gathered. It is the population whose needs are being analyzed. Audience refers to all the people who will eventually be required to act upon the analysis, such as teachers or program administrators. Needs analysts are those people who are responsible for conducting the needs analysis. Resource groups are any people who might serve as sources of information about the target group, such as language instructors, content teachers, administrators, or employers.

Schutz and Derwing (1981), on the other hand, offer eight elaborative steps to conduct a needs assessment. These steps are: to define purpose, to delimit target population, to delimit parameters of investigation, to select information gather instrument, to collect data, to analyze results, to interpret results, and to critique the project.

As the first step, defining the purpose involves identifying the goals of the study precisely in order to achieve useful results. For example, the goal that was defined for this study was to determine the language needs of the students attending office management and secretarial studies departments at Niğde University. Delimiting the target population refers to defining the target population of the study in order to make practical decisions about monetary, position and time considerations. The researcher delimited the target population of this study as the students attending the three vocational colleges of Niğde University. Delimiting the parameters of investigation includes the planning of the limitations of the study in order to raise its effectiveness.

Parameters of this study were delimited according to the resource groups whose perceptions would be considered in the study and the question types to be used in the questionnaire. Selecting the information gathering instrument refers to choosing the appropriate data collection instruments. Selecting the information gathering instruments depends on the conditions, scope and objectives of the study. The researcher in this study used questionnaires for gathering information for the study because of their advantages in gathering data from the large populations as in this study. The collection of the data is directly related to the data collection instruments that will be used in this process. Different types of data gathering instruments, such as distributing questionnaires, conducting interviews, or doing observations require different processes to follow up. While analyzing the results, the researcher may benefit either from computer-assisted analysis techniques or the observations and interpretations. Using computer-assisted analysis techniques to analyze data is more reasonable for the sake of time and effort, compared with observations and interpretations that require extended contact with the target situations and qualitative interpretations of the data. In the interpretation of the results section, the researcher explores what s/he had derived from the process of data interpretation. There, the researcher attempts to draw implications about the learners' language needs by using the data analysis results. Finally, the critique of the project section includes drawing out implications for further studies and explains the limitations of the study.

Instrument types for needs assessment

The second crucial step that should be followed while carrying out a needs assessment is to decide on the techniques that will be used in the data collection process. There are various techniques that can be used for collecting the data of a needs

assessment. According to Smith (1990), data to be used in the determining of learners' needs can be collected from test scores, student records, surveys, demographic studies, grades, financial records, or drop out information. According to Graves (2000), tests and interviews that assess proficiency of the students are also a part of needs assessment because of their guidance to determine what students already know and what their lacks are.

Yet another identification of data collecting techniques was recommended by Brown (1995). He claims that there are six categories of data gathering instruments for needs analysis: existing information, tests, observations, meetings, interviews, and questionnaires. Brown (1995) claims that the first three instruments may partially leave the needs analysts in the position of being an outsider, but the other three force the needs analysts back into the process of actively gathering or drawing out information from the participants. It is clear that the focus of recent studies in the field of needs analysis is on the last two data collection instruments. Mackay and Bosquet (1981) explain the advantages and disadvantages of interviews and questionnaires. They emphasize that in interviews, the researcher has the chance to explain incompletely understood questions, but they also claim that interviews require a great deal of time.

They argue that questionnaires require less effort by researchers. Questionnaires are easy to prepare and permit open-ended questions to be included. De Vaus (1996) and Graves (2000) emphasize that the questions that will be used in the questionnaire should be clear, unambiguous and useful questions especially for researchers seeking subjective data. Questionnaires nevertheless have some disadvantages in that there may be misunderstood questions and there is no chance to check on respondent comprehension of the questions (Smith, 1990).

Needs Assessment Studies

Numerous needs assessment studies have been conducted worldwide and in Turkey in order to investigate language learners' specific needs in a variety of contexts. Some of these needs assessment studies are presented below. In this section, these studies will be examined according to the numbers of the resource groups from which the researchers gathered the data, the type of needs that they attempted to determine, and the data collection techniques and instruments used. The rationale behind discussing the resource groups, types of needs, and data collection techniques and instruments used in these studies is to make comparisons with the current study.

The needs assessment studies that the researcher found in the literature can be distinguished on the basis of whether they collected data from one participant group or whether they included different groups' perspectives into the study. Furthermore, they differed according to whether they set out to determine academic or occupational needs of the student.

Several studies (Arık, 2002; Braine 2001; Casanave and Hubbard, 1992; Jenkins et al. 1993; Johns 1981) collected data from only one group and looked for only the academic needs of the students. Arık (2002), Casanave and Hubbard (1992), Jenkins et al. (1993), and Johns (1981) investigated the English language needs of the students from the perceptions of the content course teachers. Braine (2001) conducted a needs assessment of the writing tasks of the students attending a Writing Across the Curriculum (WAC) programme in the Science and Engineering Faculties of the University of Texas. As a good example of the studies investigating students' academic needs from just one resource group's perception, Arık (2002) investigated learners' English language requirements in a Turkish medium university. Although a useful study,

the research considers only the perceptions of content course teachers and thus neglects the perceptions of students on their own needs or of other probable resource groups. Nevertheless, Arık's study was a useful one for the current research because both the current study and Arık's study focused on the English language needs of various student bodies in Niğde University. Arık gathered his data by questionnaire from 177 content teachers and discovered that the priority English language needs of the learners are for reading skills.

Other studies (Atay, 2000; Aguilar, 1999; Basturkmen, 1998; Tezcan, 1998; Boran, 1994) have considered more than one resource group and have also investigated not only academic needs but also occupational needs of the learners. These studies were useful for the current study, since all except Aguilar's provided the researcher with new insights about the Turkish context of needs assessment studies. In particular, Atay (2000) and Tezcan (1998) investigated students' perceptions of their own language needs, teachers' perception of their students' needs and administrators' perceptions of students' needs at Ankara and Osmangazi Universities.

In his needs assessment study with Waikiki Hotel maids, Aguilar (1999) also used a combination of sources and methods, thus triangulating his data in order to improve its reliability. To collect the data, he used workplace observation, unstructured interviews, and questionnaires. The researcher made a particular effort to incorporate a wide range of people's perceptions into the needs assessment process. Participants from whom the data were collected were hotel maids, supervisors, the executive housekeeper, and a human resources staff member.

The results of the study showed that the language needs of the hotel maids actually went far beyond the reporting of cleaning discrepancies or the greeting of hotel

customers. Since Aguilar examined the social contexts in which the actors (hotel maids) live their lives, the results of the study supported the necessity of a new curriculum to directly engage the hotel workers in language learning. With such an approach it was argued that the language course should better meet the learners' language requirements.

Basturkmen's (1998) research was of interest for the current study because of the variety of techniques used in order to gather the data. The researcher conducted a needs assessment study in the English Language Unit (ELU) in the College of Petroleum and Engineering of Kuwait University, where the medium of instruction is English. In her study, Basturkmen aimed to analyze the students' language needs in target academic situations in relation to their present situation.

To collect the relevant data, Basturkmen did exploratory interviews with 10 graduate students and engineering faculty representatives. She then administered questionnaires to 200 students from each undergraduate year. Finally, she used a class observation technique, in which she observed a number of classes and took notes. The findings of the study indicated that reading and listening skills should be given greater priority in the curriculum of the ELU program. In addition, the results showed that the students' English language proficiency fell below faculty expectations, yet students were unaware of the level of proficiency expected from them.

Boran (1994) conducted a needs assessment for identifying the English language communication needs of students in a department of tourism education. Boran investigated the students' English language needs by looking at the perceptions of undergraduate students, ESP lecturers, and tourism subject lecturers. The researcher collected the data for his study through three different questionnaires. He gathered data from 100 students, three ESP lecturers, and 10 tourism subject lecturers. Although the

researcher included in his study the input of three different subject groups, he neglected the perceptions of employers and graduated students on the process of identifying the English language needs of the learners.

<u>Summary</u>

As can be understood from the selected studies above, it is not easy to locate needs assessments investigating both learners' academic and occupational English needs from the perceptions of a wide range of different resource groups such as employers and graduated students. One of the main differences between the studies mentioned above and the current study is that the earlier works investigate either academic needs or occupational needs. That is to say, some of the studies investigate only particular skill-based academic needs such as writing rather than examining the language needs from the perspectives of both academic and occupational language needs.

A second main difference between the studies mentioned above and the current study is the perceptions of different resource groups that are taken into consideration while attempting to determine the learners' language needs. When compared with the current study, most previous studies examined the English language needs of students at different levels through the perceptions of students, administrators, and teachers including English instructors and perhaps content course teachers. However, none of the needs assessment studies mentioned above, except for Aguilar's study, included the perceptions of employers or supervisors. Although Aguilar did collect data from supervisors, his study does not reflect the same purposes of the current study because the participants of the earlier work were only workers and supervisors whereas this study, which can be defined as a pre-vocational needs assessment of the current students, gathered data about the students' occupational English needs.

Moreover, none of these studies provided information about academic and occupational English language needs of the students in office management and secretary departments, which is the main purpose of the current study. These are the rationales for the researcher to conduct the current study, which investigates the academic and occupational English language needs of the students in the office management and secretary departments of Nigde University's vocational colleges.

Conclusion

In this section, initially, English for Specific Purposes was examined in terms of its distinguishing aspects from ELT, its course types and development process. Then, the literature about needs assessment was previewed in terms of needs types, needs assessment's approaches, and methodology, and data collection instruments. Finally, similar needs assessment studies were examined in terms of their similarities and differences to the current study. The next chapter will discuss the methodology of the current study in terms of the participants, instruments and steps followed through the study.

CHAPTER 3: METHODOLOGY

Introduction

The aim of this study was to investigate the academic and occupational English

language needs of students in the office management and secretarial studies departments

of Niğde University's vocational colleges. Niğde University provides vocational English

courses to the office management and secretarial students in their second year of the

vocational college's two year program. The study was considered as an initial step for

developing a curriculum for the office management and secretarial studies department's

vocational English course at Niğde University. The needs assessment conducted in this

study attempted to find answers to this research question:

1. What are the academic and occupational English language needs of the students

at office management and secretarial studies departments of vocational colleges of

Niğde University based on the perspectives of:

a. Currently enrolled students;

b. Former students;

c. Content course teachers;

d. Employers of the former students.

There are three vocational colleges of Niğde University, which have office

management and secretary departments. These vocational colleges are Niğde Vocational

College, established in 1982, Aksaray Vocational College, established in 1988, and

Ortaköy Vocational College, established in 1994. Since these vocational colleges were

established many years ago, thousands of students have graduated from them. In these

vocational colleges, currently, there are 210 students enrolled in the second year of the

three office management and secretary departments. All of these students have an obligatory vocational English course, which they take in their third and fourth semesters. There are 35 teachers teaching content courses to the students who are in the second year of office management and secretarial studies departments of Nigde University's vocational colleges. In general, these content courses are on the subjects of office management, administration and organization, introduction to law, public relations, secretarial information, labour law, trade law, business administration, writing rules, filing techniques, protocol rules, economics, and finance administration.

Participants

There were four groups of participants in this study. The first group was made up of the second-year students of the office management and secretarial studies departments of Nigde University's vocational colleges. The second group was made up of the content course teachers of the office management and secretarial students in Niğde University's vocational colleges. The third group comprised the students who have graduated from office management and secretary departments of Niğde University's vocational colleges. For this participant group, the researcher chose to include only those graduates who are currently working in office management and secretarial positions in their workplaces. The fourth group was comprised of the employers of the students who had graduated from office management and secretary departments of Nigde University's vocational colleges. Table 1 shows the distribution of the former students and their employers in different sectors.

Table 1

Former students and employers according to employment sectors

Participants		Sectors		
	Health	Education	Technology	Social Services
F. students	6	6	10	17
Employers	6	6	8	12

There are 210 currently enrolled students in the office management and secretarial studies departments of Niğde University's vocational colleges, and 196 of them received a questionnaire. Since some of the students were not at the school when the questionnaires were distributed, the researcher could not reach all of the enrolled students, however all 196 of the students who received questionnaires completed and returned them. There are 35 content course teachers in the office management and secretary departments of Niğde University's vocational colleges, and all of them received a questionnaire. All 35 content course teachers completed and returned the questionnaires. In order to contact with graduates, the researcher applied to the vocational colleges' administrations to get the former students' phone numbers. Then the researcher phoned nearly 60 students who had graduated from these three vocational colleges in order to learn whether they have job or not. Ultimately, the researcher was able to locate 43 students who work in a job related to their field. They and their employers received questionnaires. Thirty nine of the students and 32 of the employers completed and returned the questionnaires.

Instruments

Four different questionnaires (see Appendix 1: A, B, C, D) were used to survey the currently enrolled students, content course teachers, graduated students, and employers

of the graduated students in this study. The rationale behind choosing questionnaires as the tools for data gathering was that questionnaires, as Oppenheim (1993) points out, are research instruments that require little time or extended writing from the participants. Questionnaires are useful when data gathered from large populations are being analyzed, and they also help researchers while making group comparisons.

The questionnaires for this study were constructed on the basis of the goals and objectives handed down by the Turkish National Education Ministry (Milli Eğitim Bakanlığı) for the vocational English courses in all of the office management and secretarial studies departments throughout Turkey's Turkish medium universities. Skill-based questions of the questionnaires were prepared to ask about the goals and objectives that were defined by the MEB. The researcher also utilized information collected from the content course and reference books of the office management and secretarial studies field. The topics and tasks used in these books are adapted to the English language skills in terms of their relevance to the vocational English course by the researcher. To do this, the view of an expert, who is a Ph.D. student in the office management and secretarial studies field, was sought. As an English instructor at Niğde University, the researcher taught a vocational English course in an office management and secretary department for two years. In this way, he became familiarized with the students' complaints about and expectations from the content of the vocational English course. The skills and course-related items used in the questionnaire were determined through a combination of the researchers' own teaching experience and the content course books of the office management and secretary field.

The first drafts of the questionnaires were initially prepared in English and then translated into Turkish by two MA TEFL students. They were then translated back into

English again by two other MA TEFL students. The rationale for such a process was a double check to ensure that the questionnaires did not have any items that would cause misunderstandings among the study participants. The Turkish versions of the questionnaires were used to collect data for the study to ensure that every participant, even the ones who did not know English, understood the questions.

In the questionnaires, there were two types of questions: Likert-scale, and multiple response questions. There were four different types of Likert-scale questions in the four questionnaires. The first scale consists of five different options: strongly disagree, disagree, not sure, agree, and strongly agree. This type of scale was used to determine participants' responses for the questions in the general information part of the questionnaires, and aimed to determine the perceptions of the participants towards issues related to the vocational English course and students' English language ability levels. The second scale consists of four options: daily, a few times a week, a few times a month, and never. This type of scale was used to determine specific English language use frequencies of office management and secretarial students. The third scale consists of four options: very well, well, not very well, not well at all, with the added option of 'I do not know' in the employers' questionnaires. This type of scale was used to determine the English language use ability of the office management and secretarial students from the perspectives of the various participants. The fourth scale consists of four options: very important, important, somewhat important, and not important. This type of scale was used to determine the required English language ability for the office management and secretarial students in terms of their success in their future occupations.

Since the Likert-scale questions in the questionnaires had different choice orders, the interpretations of means of the responses were different for each. Thus, Interpretations were made according to the four scales below:

- 1st Type Likert-scale:

1)   Strongly disagree: mean values between 1.00 and 1.80

2)   Disagree: mean values between 1.81 and 2.60

3)   Not sure: mean values between 2.61 and 3.40

4)   Agree: mean values between 3.41 and 4.20

5)   Strongly agree: mean values between 4.21 and 5.00

- 2nd Type Likert-scale:

1)   Daily: mean values between 1.00 and 1.75

2)   A few times a week: mean values between 1.76 and 2.50

3)   A few times a month: mean values between 2.51 and 3.25

4)   Never: mean values between 3.26 and 4.00

- 3rd Type Likert-scale:

1)   Very well: mean values between1.00 and 1.75

2)   Well: mean values between 1.76 and 2.50

3)   Not very well: mean values between 2.51 and 3.25

4)   Not well at all: mean values between 3.26 and 4.00

- 4th Type Likert-scale:

1)   Very important: mean values between 1.00 and 1.75

2)   Important: mean values between 1.76 and 2.50

3)   Somewhat important: mean values between 2.51 and 3.25

4)   Not important: mean values between 3.26 and 4.00

For the multiple-response questions, open-ended suggestion sections were also included to give the participants the opportunity to add in any missing items that they felt important. However, since no responses were given and no suggestions were made in those sections, they were not included in the analysis.

The questionnaires for currently enrolled students and former students consisted of 29 questions with 92 items per each. The questionnaire for employers consisted of 19 questions with 59 items. The questionnaire for the content teachers consisted of 15 questions with 67 items: See table 1 for the numbers and focus of the questions on the different questionnaires.

Table 2

Types of questions in the questionnaires

	General Information	Language Skills			
		Listening	Speaking	Reading	Writing
Students					
N	12	4	4	5	4
Former students					
N	12	4	4	5	4
Employers					
N	3	4	4	4	4
Content teachers					
N	6	2	2	3	2

Note: N = number of questions

Although the exact numbers of the questions varied between the questionnaires, all four questionnaires had questions covering two similar areas: general knowledge (Part One), and language skills (Part Two). Part two consisted of separate parts for each of the four language skills: listening (Section A); speaking (Section B); reading (Section C); and writing (Section D).

The first part of the questionnaire for currently enrolled students included questions intended to gather data about the students' educational backgrounds and their perceptions of their vocational English course. These questions thus asked about the types of high schools that students had graduated from before coming to the office management and secretary department and their thoughts on different aspects of their vocational English course. The rationale behind these questions was to learn whether any of the students had had intensive English Language education in their previous education process and to get insights into the students' general thoughts and expectations of the vocational English course. The first part of the questionnaires for graduates and their employers was intended to gather data about the sectors in which they work, as well as their thoughts on occupational English in general. The rationale behind these questions was to find out whether there were differences in the perceptions of employed former students and their employers working in different sectors in terms of the occupational English language needs of office management and secretarial students. The first part of the questionnaires for content teachers included questions intended to gather data about their perceptions of the vocational English course that their office management and secretary students have to take.

The questions in the second part of all four questionnaires, which can be labelled the 'skills' sections, include questions about the use of various language skills related to the office management and secretarial field. The rationale behind these questions was to find out what the office management and secretarial students' actual English language skills requirements are, and thus discover the various participant groups' expectations of the vocational English language course.

The questionnaires of currently enrolled students and content course teachers were piloted at the office management and secretarial studies department of Ankara Vocational College belonging to Hacettepe University. Hacettepe University provides a vocational English course to its students in the office management and secretary department of Ankara Vocational College as does Niğde University. Questionnaires were piloted with 20 students and 5 content course teachers. The aim of the piloting was to find out whether there were unclear or missing items in the questions of questionnaires. According to piloting results, minor changes in the questionnaires were made.

Procedure

After piloting the questionnaires, permission to conduct the questionnaires at Niğde University was obtained from the university administration on 23 March, 2003. The actual questionnaires for currently enrolled students and their content course teachers were distributed at Niğde University by the researcher between 25-28 March. The questionnaires for graduates and their employers were posted to their addresses, except for those living in Ankara, Kırşehir, and Aksaray. The researcher distributed the questionnaires to these participants by hand and collected them in the same manner. The rest of the questionnaires were returned by post.

Data Analysis

For the data analysis, first the data were entered and statistical calculations were made using the Statistical Package for Social Sciences (SPSS 10.0). Different questions on the questionnaire required different statistical techniques. The data reported were analyzed using ANOVAs, *t*-tests and descriptive statistical techniques, e.g. frequencies and percentages. The rationale behind using ANOVAs was to examine the similarities or

dissimilarities in responses to same questions included on three or more questionnaires. The rationale behind using *t*-tests was to examine the similarities or dissimilarities in responses to questions common to just two different questionnaires. For all of the multiple response questions in the questionnaires, only frequency analysis could be done. Frequencies of the multiple response questions were calculated to gain a general view about the perceptions of the participants in the study. For the multiple response questions SPSS can not provide any alternative analysis techniques.

Conclusion

In this section, background information about the participants of the study, and the development of the instruments used to collect data were given. The data collection and analysis procedures in the process of data collection were also examined by the researcher. The following chapter will discuss the results of the data analysis process.

CHAPTER 4: DATA ANALYSIS

Overview of the study

This study intended to investigate the academic and occupational English language needs of the students attending the office management and secretarial studies departments of Niğde University's vocational colleges. Office management and secretarial students at Niğde University take a vocational English course in their second year. The aims of the study were to examine the perceptions of the currently enrolled students, former students, former students' employers, and content teachers on the English language needs of the office management and secretarial students at Niğde University.

This study was conducted in the three different vocational colleges of Niğde University that have office management and secretarial studies departments. The data for the study were collected via four different questionnaires. These questionnaires were given to currently enrolled students, former students, former students' employers, and content teachers.

In this section of the study, the results of the participants' responses to the questionnaire will be presented. The results of the questions are presented according to the statistical test types that were used to analyze them.

Data Analysis Procedures

Questions on all four questionnaires were analyzed using various statistical tests. The Statistical Packages for Social Sciences (SPSS 10.0) was used to compute these analyses. Frequencies and percentages were found for multiple response questions on the different questionnaires, and chi-squares were calculated for the unique questions on

all four questionnaires. Independent Samples *t*-tests were used to compare responses of two respondent groups in order to see whether there was any significant difference between them. Analysis of Variance (ANOVA) tests were run on Likert-scaled questions common across at least three different questionnaires, in order to see whether there were any significant differences in responses among the participant groups of the study.

In order to determine the reliability coefficients of the questionnaires, Cronbach's alphas were calculated. The values are as the following: 0.753 for the questionnaire of currently enrolled students, 0.811 for the questionnaire of former students, 0.808 for the questionnaire of employers, 0.879 for the questionnaire of content teachers. These results indicate the reliability of the questionnaires as a whole.

ANOVAs results

In this section, results of variance analysis tests run on 10 questions that were asked to three or more different participant groups are presented. Post hoc Tukey tests were also applied to these questions in order to see the placement of the significance among the groups.

In table 3, the responses of the students, former students, content teachers, and employers to four questions about the vocational English course, and the responses of the students, former students and their employers to one question asking for the English language levels of the students and former students are presented. All of these five questions are Likert-scale questions with an order from (1) 'strongly disagree' to (5) 'strongly agree'. The means of the responses to these questions are analyzed in terms of the values stated in the instruments section of the methodology section.

Table 3

The perceptions of students, former students, content teachers, and employers towards

the vocational English course and the English language level of the students and former

students

Question	Participants	N	M	SD	F
Q1 The necessity of the Vocational English Course (VEC) for students' success at vocational college	Students F. Students C. Teachers	196 39 35	4.44 4.41 4.51	0.81 0.75 0.82	0.19
Q2 The necessity of the VEC for students' success at vocational college	Students F. Students C. Teachers	196 39 35	4.62 4.72 4.77	0.67 0.46 0.43	0.72
Q3 The relation between the contents of the VEC and the students' content courses	Students F. Students C. Teachers	196 39 35	4.43 4.51 4.74	0.84 0.68 0.51	0.10
Q4 The relation between the VEC book and the content courses of the students	Students F. Students C. Teachers	196 39 35	4.32 4.38 4.74	0.91 0.71 0.44	2.47
Q5 Sufficiency of the students' and former students' English language levels for occupational success	Students F. Students Employers	196 39 32	2.01 2.31 2.44	0.93 0.83 0.88	4.13*

Note: N: Numbers of the participant groups   M: Mean   SD: Standard Deviation   F: Variance
    *p <.05

The first and second questions asked about the necessity of the vocational English

course for the students' success at the vocational college, and in their future occupations

respectively. The third question asked whether there should be a relation between the

content of the vocational English course and the content of the regular core courses of

the office management and secretarial studies departments in Niğde University and the

fourth asked the need for a tie between the English coursebook and the content courses.

For these four questions, perceptions of the students, former students, and content

teachers were sought. The fifth question is about the English language levels of the students and former students. For this question, perceptions of the students, former students, and employers were sought.

According to test results of the first question, it was observed that the means of the groups vary between 4.41 and 4.51. According to values given in the methodology section, these mean values correspond to 'strongly agree', in other words, there is a strong agreement between the students, former students, and content teachers on the necessity of the vocational English course for the students' success at the vocational college.

According to test results of the second question, it was observed that, similar to the first question, mean values of the participant groups vary between 4.62 and 4.77, corresponding to 'strongly agree'. Therefore, it can be noted that these three groups also have an overall consensus on the necessity of the vocational English course for the students' success in their future occupations. These results justify the importance of determining the students' target needs which they will require in their target situations, in other words, their future employment situations.

For the third and fourth questions, it was observed that the perceptions of the students, former students, and content teachers are again quite close to each other. The mean values for the third question vary between 4.32 and 4.74, while the mean values for the fourth question vary between 4.43 and 4.74. These mean values correspond to 'strongly agree'. Thus, students, former students, and content teachers share the belief that the content of the vocational English course should reflect that of the students' content courses. Similarly, all of the respondents believe that the vocational English course book should be adopted regarding the content courses of the students. These

results show that curriculum designers should pay attention to the content of the students' core courses when they attempt to develop a curriculum for the vocational English course. Variation analysis (ANOVA) tests were done for these four questions showed that there was no significant difference among the groups on these questions.

For the fifth question, a comparison of the responses of the students, former students, and employers to the question asking about the adequacy of the students' and former students' English language levels are presented. According to test results, all of the participant groups have a general agreement about the inadequacy of students' and former students' English levels. The mean values for this question vary between 2.01 and 2.44. These mean values correspond to 'disagree'. That is to say, neither do the current students feel they are able to meet their current learning needs nor are the former students able to meet their target needs. These results again clearly display the perceived inadequacy of the existing vocational course design, and point to the crucial need for a new curriculum.

The results of an ANOVA for the fifth question showed that there is a significant difference between the participant groups. According to a subsequent Tukey test result (see table 4), the difference observed was between the responses of students and employers in terms of a – 0.43 mean difference with a 0.15 significance value. This difference observed in the perceptions of the students and employers suggests that students may not be able to assess their own English levels objectively, whereas employers have more information on which to make a judgement about the required language ability.

Table 4

Comparisons of students', former students', and employers' perceptions towards the

adequacy of students' and former students' English language levels

Questionnaire Type		Mean Difference	Sig.
(I)	(J)	(I-J)	
Students	Former students	-.30	.151
	Employers	-.43*	.038
Former students	Students	.30	.151
	Employers	-.13	.822
Employers	Students	.43*	.038
	Former students	.13	.822

In table 5, a comparison of the responses of the students, former students, and

employers to four questions concerning the importance of English language skills for the

success of students and former students in their (future) occupations are presented. All

four questions are likert-scale questions with an order from (1) 'very important' to (4)

'not important'. The means of the responses to these questions are analyzed in terms of

the values stated in the instruments part of the methodology section.

Table 5

Perceptions of the students, former students, and employers about the importance of

specific language skills for occupational success

Question	Participants	N	M	SD	F
Q1 (Listening)	Students	196	1.45	0.75	76.20**
	F. Students	39	1.18	0.51	
	Employers	32	3.44	0.76	
Q2 (Speaking)	Students	196	1.21	0.50	121.72**
	F. Students	39	1.13	0.52	
	Employers	32	3.16	0.81	
Q3 (Reading)	Students	196	1.40	0.61	47.52**
	F. Students	39	1.23	0.54	
	Employers	32	2.75	0.72	
Q4 (Writing)	Students	196	1.47	0.74	66.17**
	F. Students	39	1.26	0.50	
	Employers	32	3.34	0.83	

Note: Q1. In general, how important is it for you/your employee to understand spoken English in order to
  be successful in your/their (future) occupations?
 Q2. In general, how important is it for you/your employee to speak English in order to be
  successful in your/their (future) occupations?
 Q3. In general, how important is it for you/your employee to read in English in order to be
  successful in your/their (future) occupations?
 Q4. In general, how important is it for you/your employee to write in English in order to be
  successful in your/their (future) occupations?
 ** $p < .01$
 N: Numbers of the participant groups   M: Mean
 SD: Standard Deviation   F: Variance

In terms of the importance of listening skills, the following mean values observed:

students; 1.45, former students; 1.18, and employers; 3.44. The mean values of the

students and former students correspond to 'very important', while the mean values of

the employers correspond to 'not important'. According to ANOVA results, there is a

significant difference among the responses of the participant groups. A Tukey test was

unable to be performed because of some missing values. By looking at the mean values

of the various groups' responses however, we can see that employers think that to be

able to listen to English is not important to be successful in the occupations in which the

former students are employed, whereas the students think it is important.

In terms of the importance of speaking skills, the following mean values were observed: students; 1.21, former students; and 1.13, and employers; 3.16. Again the mean values of the students and former students correspond to 'very important', while the mean values of the employers correspond to 'not important'. The ANOVA results showed a significant difference among the responses of the participant groups. A Tukey test was unable to be performed because of some missing values but by looking at the mean values of the various groups' responses, we can see that employers again differ from the students and former students. They think that to be able to speak in English is not important to be successful in the occupations in which the former students are employed.

In terms of reading skills, the mean value results were: students; 1.40, former students; and 1.23, and employers; 2.75. The mean values of the students and former students correspond to 'very important', and the mean values of the employers correspond to 'somewhat important'. Again there is a significant difference among the responses of the participant groups. By looking at the mean values of the various groups' responses, we can see that while students and former students rank reading as important, employers think that to be able to read in English is only somewhat important to be successful in the occupations in which the former students are employed.

Finally, in terms of writing skills, it was observed that the mean values were as follows: students; 1.47, former students; and 1.26, and employers; 3.34. The mean values of the students and former students correspond to 'very important', and the mean values of the employers correspond to 'not important'. The difference between these scores is again significant. Again, by looking at the mean values of the various groups' responses however, we can see that the difference lies in the employers, who think that

to be able to write in English is not important to be successful in the occupations in which the former students are employed.

The overall picture depicted from the results of the questions asking for the importance of the specific language skills indicates that while students and former students regard all of the English language skills as important for their occupational success, employers, obviously, consider only reading as somewhat important for their employees' occupational success. These results reveal the employers' observation that their businesses do not require any English language skills from their employees. These results suggest a limited amount of English interaction in these particular employers' work contexts.

<div align="center">t-test results</div>

In this section, those questions that are parallel in two different questionnaires are analyzed and compared. There are total of 10 such questions examined.

In table 6, the questions related to the general content of the vocational English course are analyzed and compared according to the perceptions of the students and former students. There were two questions examined but the second question has five parts to it. The first question asks for the necessity of a course book in the vocational English course. The items of the second question aim at getting the students and former students to evaluate the content of the vocational English course. The second question asks therefore about the adequacy of the materials, the total number of course hours, the audio-visual aids, the textbook, and the necessary terminology provided for students' core courses. These questions are Likert-scale questions with an order from (1) 'strongly disagree' to (5) 'strongly agree'.

Table 6

Perceptions of the students and former students about the general content of the

vocational English course

Question/Item	Questionnaire type	N	M	SD	t
Q1. There should be a course book in the vocational English course	Students	196	4.35	0.94	-0.85
	F. Students	39	4.49	0.68	
Q2a. The quality of materials	Students	196	1.61	0.66	-0.75
	F. Students	39	1.69	0.57	
Q2b. Total amount of course hours	Students	196	1.84	0.88	0.97
	F. Students	39	1.69	0.66	
Q2c. Audio-visual aids	Students	196	1.39	0.66	2.19*
	F. Students	39	1.15	0.37	
Q2d. The textbook	Students	196	1.60	0.64	0.40
	F. Students	39	1.64	0.58	
Q2e. Providing necessary terminology for your core courses	Students	196	1.50	0.59	2.16*
	F. Students	39	1.28	0.46	

Note: Q2. The vocational English course that I take/took is/was adequate as far as the following points are concerned

N: Numbers of the participant groups   M: Mean   SD: Standard Deviation   t: t-test value

*$p < .05$

For the first question asking about the necessity of a course book for the vocational

English course, analysis results showed that the perceptions of the students and former

students are quite similar. The mean values for this question are 4.35 (students) and 4.49

(former students), corresponding to the option of 'strongly agree'. Since the mean values

of this question are very close to each other, it can be understood that both students and

former students think that there should be a course book for the vocational English

course.

The *t*-test results of the second question revealed that the students and former

students have an overall consensus for the options asking about the quality of the

materials, the total amount of the course hours, and the textbook. The mean values for

these options were as follows: the quality of the materials, 1.61 (students) and 1.69 (former students); total amount of the course hours, 1.84 (students) and 1.69 (former students); and the textbook, 1.60 (students) and 1.64 (former students). All of these mean values correspond to 'strongly disagree' except for the students' mean value for the item of total amount of course hours (1.84: disagree), In other words, both students and former students do not consider the quality of materials, total amount of the course hours, and the textbook of the course as adequate for their needs.

On the other hand, *t*-test results of the third and fifth options of the second question asking about the adequacy of the audio-visual aids and necessary terminology point out a significant difference between the students and former students. Nevertheless, mean values of these options were found as follows: audio-visual aids; 1.39 (students) and 1.15 (former students), necessary terminology; 1.50 (students) and 1.28 (former students). Arguably, this significant result should not be considered as meaningful since the mean values of both students and former students correspond to 'strongly disagree.' In essence, these results indicate both students' and former students' agreement on the inadequacy of the audio-visual aids used at the course and on its providing of necessary terminology for students' content courses.

In table 7, the questions related to the English language ability degrees of the students and former students from their own perceptions are analyzed and compared. There were four questions examined, each one asking about one of the four main English language skills: listening, speaking, reading, and writing. These questions are Likert-scale questions with an order from (1) 'very well' to (4) 'not well at all'. The means of the responses to these questions are analyzed in terms of the values stated in the instruments part of the methodology section.

Table 7

Perceptions of the students and former students towards their own English language skill

abilities

Item	Questionnaire type	N	M	SD	*t*
Q1 (Listening)	Students	196	3.47	0.62	- 0.11
	F. Students	39	3.49	0.76	
Q2 (Speaking)	Students	196	3.58	0.62	- 2.35
	F. Students	39	3.82	0.45	
Q3 (Reading)	Students	196	3.27	0.70	3.29**
	F. Students	39	2.87	0.61	
Q4 (Writing)	Students	196	3.61	0.64	- 0.48
	F. Students	39	3.67	0.62	

Note: N: Numbers of the participant groups   M: Mean   SD: Standard Deviation   t: t-test value
   ** $p < .01$

For the first question, asking about the students' ranking their own English listening skills, analysis results showed that the perceptions of the students and former students are very similar. Mean values of this question were found as 3.47 (students) and 3.49 (former students) corresponding to the option of 'not well at all'. Thus it can be understood that both students and former students think that their listening abilities are not good at all. For the question asking about the students' degree of speaking skills, analysis results revealed that the perceptions of the students and former students are again close to each other, with mean values of 3.58 for the students and 3.82 for the former students. These mean values again correspond to the option of 'not well at all', indicating that both students and former students think that their speaking abilities are not good at all. For the question asking about the students' degree of writing skills, analysis results showed that the perceptions of the students and former students are yet again quite similar. Mean values of 3.61 for the students and 3.67 for the former students

correspond to the option of 'not well at all'. Clearly, neither students nor former students rate their own writing abilities as good.

For the question which asked about the students' degree of reading skills, analysis results showed that the perceptions of the students and former students are quite different. The mean values for this question were 3.27 (students) and 2.87 (former students). The mean values of the students correspond to the option of 'not well at all'. On the other hand, the mean values of the former students correspond to the option of 'not well'. Therefore, the *t*-test results point out a significant difference between the students' and former students' responses. The results of the *t*-test revealed that although both groups rate their reading abilities as poor, the former students' perceptions towards their reading abilities are significantly more positive than the students. This difference may be caused by the different conditions that the students and former students live under. The perceptions of the former students and employers toward the English language use frequency on the job that can be seen in the table 8, suggests that former students do not have to read in English on the job as much as do the students in the vocational English course. On the other hand, the students are faced regularly with obligatory situations in which they must read different kinds of texts in English in order to pass from their English courses. These current students may have more pragmatic assessments about their own abilities than do the former students. It is of course equally possible, however, that the former students have, in some cases, found success with their reading skills since entering the workforce.

In table 8, former students' and employers' perceptions about the frequency of English language use in the workplace are analyzed and compared. There were four questions examined, corresponding to the four main skills of listening, speaking,

reading, and writing. These four questions are likert-scale questions with an order from (1) 'daily' to (4) 'never'. The means of the responses to these questions are analyzed in terms of the values stated in the instruments part of the methodology section. None of the *t*-test results point out any significant differences among the responses of the former students and employers.

Table 8

Perceptions of the former students and their employers towards the frequency of English language skills use on the job

Item	Questionnaire type	N	M	SD	t
Q1 (Listening)	F. Students	39	3.62	054	- 0,28
	Employers	32	3.66	0.65	
Q2 (Speaking)	F. Students	39	3.64	0.84	- 0,08
	Employers	32	3.66	0.55	
Q3 (Reading)	F. Students	39	3.28	0.65	0.45
	Employers	32	3.22	0.49	
Q4 (Writing)	F. Students	39	3.87	0.34	- 1.46
	Employers	32	3.97	0.18	

Note: N: Numbers of the participant groups   M: Mean
     SD: Standard Deviation   *t*: *t*-test value

    For the questions which asked about the listening and speaking frequencies of the former students, analysis results showed that the perceptions of the former students and their employers are quite similar. Mean values of these questions were found as follows: listening, 3.62 (former students) and 3.66 (employers); and speaking, 3.64 (former students) and 3.66 (employers). These mean values correspond to the option of 'never'. Since the mean values of these questions are extremely close to each other, it is possible to say that both former students and their employers think that listening and speaking in English are not required for them at all in the workplace.

For the third question, asking about how often the former students need to read on the job, analysis results showed that the perceptions of the former students and their employers are again quite similar. The mean values of this question were found to be 3.28 (former students) and 3.22 (employers), corresponding to the options of 'a few times a month' and 'never'. It is possible to simply conclude that both former students and their employers think that reading in English is not required for them at all. However, it should be noted that the mean values for this question are considerably lower than for the other questions. These lower values may indicate that in relative terms, former students and their employers rate reading as a more frequent need in terms of language skills. Conversely, for the question asking about the writing frequency of the former students, analysis results showed that writing is considered the least frequent need in terms of language skills that former students have to use in their workplaces. The mean values of 3.87 (former students) and 3.97 (employers) both correspond to the option of 'never'.

Chi-square results

In this section, the unique questions belonging to different questionnaires are analyzed. There were nine such questions in total.

In table 9, responses of the students to the question asking for their perceptions of the current design of the vocational English course are presented. The question was a Likert-scale question with an order from (1) 'strongly disagree' to (5) 'strongly agree'.

Table 9

Students' perceptions towards the design of the vocational English course

Options	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		χ^2
	F	P	F	P	F	P	F	P	F	P	
Q1	60	30.6	97	49.5	27	13.8	8	4.1	4	2,0	156.50**

Note: Q1. The present vocational English course design is sufficient in serving our needs
    F: Frequency   P: Percentage
  χ^2 = Chi-square
  ** p <.01

The chi-square analysis results for the question related to students' perceptions of the sufficiency of the current design of the vocational English course indicate that there is a high significance of the students' responses at a level of p< 01. The mean values of the question reveal that a great number of the students (80.1 %) do not consider the design of the course as satisfactory. Clearly there is dissatisfaction on the part of this crucial group of stakeholders, and therefore, these results should be regarded by curriculum developers while renewing the current curriculum. In addition to the data from this study, curriculum developers may wish to get more detailed information from the students about the exact points of the course that they consider as insufficient.

In table 10, students' responses to the questions asking for the frequency of their English language use outside class are presented. There were four questions examined, corresponding to the four main skills of listening, speaking, reading, and writing. These four questions are Likert-scale questions with an order from (1) 'daily' to (4) 'never'.

Table 10

Frequency of students' English language use outside the classroom

Questions	Daily		A few times a week		A few times a month		Never		$\chi 2$
	F	P	F	P	F	P	F	P	
Q1	4	2.0	14	7.1	62	31.6	116	59.2	161.388**
Q2	2	1.0	11	5.6	47	24.0	136	69.4	229.102**
Q3	2	1.0	15	7.7	62	31.6	117	59.7	166.290**
Q4	0	0.0	7	3.6	36	18.3	153	78.1	182.888**

Note: Q1. How frequently do you have to listen to English outside class?
    Q2. How frequently do you have to speak in English outside class?
    Q3. How frequently do you have to read in English outside class?
    Q4. How frequently do you have to write in English outside class?
    F: Frequency   P: Percentage
    $\chi 2$ = Chi-square
    ** $p < .01$

The descriptive analysis results of the questions related to the students' English language use frequency outside of class reveal that more than half of the students never use English in any way outside the class. The percentage of the students who checked the 'never' option varied between 59.2 % for listening and 78.1 % for writing. The students who checked the 'a few times a month' option varies between 31.6 % and 18.3 % for the same categories. Even for the most frequently used skill of listening, only a few students reported listening to English either a few times a week (7.1 %) or daily (2 %). These results should be interpreted in consideration of the students' particular conditions. For example, they have weak backgrounds in English and many lack an interest in learning a foreign language. Moreover, they are not exposed to contexts in which they can talk to foreigners (tourists) in English

In table 11, the responses of the content teachers to the questions asking about the ideal degree of English language use ability that should be reached by the students in order to be successful in their future occupations are presented. There are four questions

examined, all of which are Likert-scale questions with an order from (1) 'very well' to (4) 'not well at all'.

Table 11

Content teachers' perceptions towards the degree of English language skills necessary for students' success in their future occupations

Questions	Very well		Well		Not very well		Not well at all		
	F	P	F	P	F	P	F	P	χ^2
Q1(Listening)	9	25.7	26	74.3	0	0	0	0	8.257**
Q2 (Speaking)	24	68.6	11	31.4	0	0	0	0	4.829*
Q3 (Reading)	26	74.5	8	22.9	1	2.9	0	0	28.514**
Q4 (Writing)	23	65.7	11	31.4	1	2.9	0	0	20.800**

Note: F: Frequency   P: Percentage
      χ^2 = Chi-square   ** $p < .01$

The chi-square analysis results of the questions related to the degree of English language use that should be reached by the students reveal that all of the teachers think that it is necessary to be able to master all four English language skills in order to guarantee future occupational success. None of the teachers checked the 'not well at all' option for any of the four skills. Furthermore, there was only one teacher who checked the 'not very well' option for reading and writing skills. A vast majority of the teachers, however, consider that their students in the office management and secretarial studies department should be able to use all four English language skills well.

However, among teachers responding 'very well' and 'well' there is an interesting difference for the listening skill. The percentages of the teachers' responses to the option of 'very well' to the skills of speaking, reading, and writing vary between 65.7 and 75.3. However, only 25.7 percentages of the teachers declared that students should be able to listen in English very well. This result seems to reflect that teachers do not perceive the

listening skill as being as important for the students' success in their future occupations as the other three skills. This difference observed in the responses about listening may be caused by the fact that, in general, listening is not considered as an important and necessary English language skill. This undervalued perception towards listening may stem from the respondents' unawareness or lack of knowledge about listening as a unique language recognizing process.

<center>Multiple-response questions' results</center>

In this section, frequencies and percentages of the multiple-response questions belonging to different participant groups' questionnaires are presented. In this study, multiple response questions are the questions that allow participants to select more than one option as a response. If the participants check an option, this indicates that they have a positive attitude towards that particular option. There are 10 multiple-response questions examined.

In table 12, frequencies and percentages of the responses of the students, former students, and content teachers to the question asking for the office management and secretary students' reasons for studying English are presented. The options for this question are: to pass the English courses (O1), for future career (O2), for future education (O3), and to interact with people from other backgrounds and cultures (O4).

Table 12

Perceptions of students, former students, and content teachers towards the reasons why students need to learn English

Options	Students		F. Students		Teachers	
	F	P	F	P	F	P
O1(English course)	78	60.2	9	23.1	26	74.3
O2 (Career)	143	73.0	37	94.9	28	80.0
O3 (Education)	45	23.0	10	25.6	11	34.4
O4 (Interaction)	107	54.6	27	69.2	22	62.9

Note: Q. Why do the office management and secretary students need English?
    F: Frequency   P: Percentage
    N: Students: 196   Former students: 39   Content teachers: 35

For the question related to students' reasons for learning English, test results showed that the majority of the students declared that they need English for their future career (73 %) and to be able to pass their English courses (60.2 %). These two highly checked options can be interpreted as the existence of two different perceptions among the students. The least checked option by the students is the one related to further education (23 %). Respectively, according to conversations with the administrators of Ortaköy Vocational College, it was revealed that over the last for years, only about 20 % of the students graduating from the office management and secretarial studies department continued their education beyond the vocational college level.

Similar to the students' views, a vast majority (94.9 %) of the former students checked the option of future career as students' primary reason to learn English. The second preference of the former students' as the reason for learning English was to interact with people from other backgrounds and cultures. The other two options did not receive much of the former students' attention. The partial difference that emerged between the responses of the students and former students may be seen as a result of the work experience that former students have but which the students do not have. Former

students appear to understand better than the students the importance of English to find a good career and to interact with people.

On the other hand, the perceptions of the content teachers generally resemble the students' perceptions. In addition to the reasons of future career and to pass the English courses, a majority of the content teachers (62.9 %) believe that their students need English to interact with people from other backgrounds and cultures. Possibly, content teachers understood the question as asking about the abilities that *should* be gained by learning English. Therefore they might have thought that their students should be able to interact with the people from other backgrounds and cultures. Ironically perhaps, the least checked option by the content teachers is the one related to further education. As a result of a rule announced by the Turkish higher education council (YÖK), students who wish to continue with further education must display success in their content courses in terms of their graduation point average, this rule might have allowed to content course teachers to observe the general low tendency of the students to pursue further education.

In table 13, the frequencies and percentages of the responses of all four respondent groups to the multiple-response question asking for the importance of the four basic English language skills for office management and secretary students and graduates are presented. The options for this question are: listening, speaking, reading, and writing.

Table 13

Perceptions of all response groups towards the importance of English language skills for

office management and secretary students

Options	Students		F. Students		Teachers		Employers	
	F	P	F	P	F	P	F	P
Listening	97	49.5	27	69.2	24	68.6	11	34.4
Speaking	196	100.0	39	100	33	94.3	24	75.0
Reading	124	63.3	32	82.1	35	100.0	30	93.8
Writing	129	65.8	29	74.4	30	85.7	16	50.0

Note: Q. Which of the following English language skills do you think important for the students in the
office management and secretarial studies department?
F: Frequency   P: Percentage
N: Students: 196   Former students: 39   Content teachers: 35   Employers: 32

For the question related to the overall importance of English language skills for

office management and secretary students, test results revealed that all of the students

considered speaking as an important skill for them. More than half of the students

checked reading and writing, while listening was the least checked option at just fewer

than 50 %. Similar to the students, all of the former students regarded speaking as an

important skill for office management and secretary students. Contrary to the students,

however, the majority of the former students checked all three of the other skills as well.

There are not any remarkable differences among their responses to the other options.

According to former students' responses, the second most important skill is reading,

with writing and listening following in that order. Interestingly, the perceptions of the

content teachers differ from the students' and former students' perceptions. Contrary to

the students and former students, all of the content teachers regarded reading as the most

important skill for their students. Speaking is perceived as the second most important

skill. Writing was considered as important by a great majority (85.7 %) of the content

teachers as well. Although listening was the least checked option, more than half of the

content teachers (68.6 %) perceived that English listening skills are important for their students. Similar to the content teachers' perceptions, nearly all of the employers checked reading as the most important and necessary skill for their workplaces' English language requirements. Speaking is the employers' second most often checked skill. Writing was checked by exactly half of the employers, but only a few (34.4 %) checked listening as an important skill for their employees.

The overall picture depicted from this question revealed that, while there is a positive tendency for the importance of the reading skill, this tendency is reduced for the listening skill. This may be caused by various reasons. One possible reason is the low frequency of contexts requiring listening both in the language classrooms and in the workplaces of the former students, as opposed to a relatively great number of contexts in which students and former students need to read and comprehend English texts. For instance, students have to at least read and understand some restricted texts in their English courses and exams. Similarly, former students, even though they are employed in small-level companies where they are not expected to read at an advanced level, may be exposed to some readings in English, for instance on the internet. For the listening skills, in general, none of the response groups perceive them as important for students' educational and occupational English language needs. Actually, it is the fact that in a Turkish medium university, even English instructors ignore the importance of the listening skill for their students' academic and occupational success. Again this may reflect the general perception of all stakeholders related to an English language program of listening as a less important skill.

In table 14, the frequencies and percentages of responses by students and former students to the question asking for the causes of student failure in the vocational English

course are presented. The options given for this question were: We are/were not taught General English grammar (O1), We are/were not taught General English vocabulary (O2), We are/were not taught specific vocabulary related to our subject (O3), We do/did not have enough practice in reading English (O4), We do/did not have enough practice on pronunciation (O5), We do/did not have enough practice in listening (O6), We do/did not have enough practice in speaking (O7), and We do/did not have enough practice in writing (O8).

Table 14

Perceptions of the students and former students towards the reasons for lack of success in the vocational English course

Options	Students		F. Students	
	F	P	F	P
O1 (Grammar)	30	15.3	13	33.3
O2 (General vocabulary)	87	44.4	15	38.5
O3 (Specific vocabulary)	146	74.5	33	84.6
O4 (Reading practice)	129	65.8	26	66.7
O5 (Pronunciation)	169	86.2	32	82.1
O6 (Listening practice)	154	78.6	29	74.4
O7 (Speaking practice)	182	92.9	36	92.3
O8 (Writing practice)	139	70.9	26	66.7

Note: Q. If you have difficulty in the vocational English course, what do you think the reasons are?
  F: Frequency P: Percentage
  N: Students: 196 Former students: 39

According to test results, not having enough instruction in general English grammar of English was checked by only a minor group of students and former students as being a reason for difficulties in the vocational English course. This result suggests that the grammar instruction is at an adequate level in the vocational English course. In fact, as a teacher who has taught this course, I experienced that the content of the course, generally, relied solely on grammar teaching. As can be seen in the table, the most commonly checked reasons for lack of success in the course are given as the lack of

practice on speaking and pronunciation. It is interesting that all of the students and former students considered speaking as the most important skill for their success in their (future) occupations. Thus it is not surprising perhaps that they wish they had more practice in this skill in their English course.

The reasons that follow speaking and pronunciation as reasons for lack of success are the inadequacy of the practice in listening (approximately 75 %), writing (approximately 70 %), and vocabulary related to office management and secretarial studies field (approximately 75-85 %). However, there is a remarkable difference between the perceptions of the students and former students towards the effect of not having enough instruction on specific vocabulary of office management and secretarial field. Although, this option was checked by a large majority of both students and former students, it was observed that the percentage of the former students checking this option (84.6 %) is larger than the students' percentage (74.5 %). This difference may be caused by the fact that since the former students are perhaps being actively exposed to specific vocabulary related to their field on the job, they may recognize better than the students the importance of having such vocabulary knowledge. Although the lack of practice in reading and general English vocabulary were also checked by the majority of the students and former students, the percentages of the responses to these options are observed as lower than the options mentioned above. That is to say, a smaller percentage of the students and former students think that problems in the course were caused by the inadequate instruction on reading and general vocabulary of English.

In table 15, the frequencies and percentages of employers' responses to questions asking about the English language use abilities of their employees are presented. The first question asks for the degree of the former students' listening abilities, the second

for their speaking abilities, the third for their reading abilities, and the fourth for their writing abilities. The questions are Likert-scale questions with an order from (1) 'very well' to (5) 'I do not know'. The same question was asked to the students and former students with the same scale, except for the 'I do not know' option.

Table 15

Perceptions of the employers about the English language abilities of their employees

Questions	Very well		Well		Not well		Not well at all		I do not know	
	F	P	F	P	F	P	F	P	F	P
Q1 Listening	0	0	1	3.1	4	12.5	15	46.9	12	37.5
Q2 Speaking	0	0	1	3.1	4	12.5	16	50.0	11	37.4
Q3 Reading	0	0	2	6.3	12	37.5	11	34.4	7	21.9
Q4 Writing	0	0	0	0	3	9.4	20	62.5	9	28.1

Note: F: Frequency   P: Percentage   N: Employers: 32

According to the results, none of the employers think that their employees have very good English language abilities in listening, speaking, reading, or writing. Only two employers stated that their employees are able to read 'well', and only one employer checked the 'well' option for his employees' listening and speaking abilities. None of the employers think that their employees are able to write well in English. For the 'not well' option a minor group (3 to 4) of the employers considered that their employees' English language skills in listening, speaking and writing are not very good.

For the 'not well' option, the question that was most commonly checked by the employers was reading. This may indicate that some of the former students are considered, relatively, not so bad at reading. As can be seen in the table, a great majority of the employers either think that their employees have not been able to master the other English language skills or they have not had any opportunity to observe their employees' English language skills. For reading, however, the percentage of the employers'

responses to the 'I do not know' option decreases. This suggests that more employers have had the opportunity to observe their employees' reading skills. At the same time, they have relatively ranked their employees' reading skills as somewhat higher (though still not good) than the other skills. These results may be interpreted as some of the employees having a slightly adequate reading ability. The responses of employers checking the option of 'I do not know' could also be considered as an indicator of the degree to which their employees need to use the various skills. In other words, an employer's lack of knowledge of an employee's particular skill may indicate that the employees do not need to use that skill on the job. It is also possible, however that these results may be affected by the employers' own lack of English skills, and thus their choice of the 'I do not know' option. For the reading skill the percentage of the employers checking the 'I do not know' option was 28.1 %.

In table 16, the frequencies and percentages of students' and former students' responses to the multiple-response question asking about the English language listening requirements of office management and secretarial studies students are presented. The options of the questions are: being able to understand the content of in-class listening activities (O1), being able to listen and take notes during the course (O2), being able to understand oral instructions (O3), and being able to understand the audio and visual materials (O4). Since, these options aim to define the students' perceptions of how to be successful in the vocational English course, these options relate to the concept of 'learning needs' stated by Hutchinson and Waters (1987).

Table 16

Students' and former students' perceptions of listening requirements for success in the vocational English course

Options	Students		F. Students	
	F	P	F	P
O1 In-class listening activities	140	71.4	36	92.3
O2 Oral instructions	83	42.2	19	48.7
O3 Take notes in class	162	82.7	36	92.3
O4 Audio-visual materials	159	81.1	31	79.5

Note: Q: Which of the following English listening skills do you think important for the office management and secretary students' success in the vocational English course?
F: Frequency   P: Percentage
N: Students: 196   Former students: 39

As can be seen in table 16, both the responses of the students and former students to the listening requirements are weighted in favour of the same options, with very close percentages. The listening skills that were regarded as very important by students and former students are 'being able to take notes in class', 'being able to understand the audio and visual materials', and 'being able to understand the content of the in-class listening activities'. Interestingly, the least checked listening skill by the students and former students is the same: 'being able to understand oral instructions'.

In table 17, the frequencies and percentages of content teachers' and employers' responses to the multiple-response question about the English language listening requirements of office management and secretarial studies students in order to be successful in their (future) occupations are presented. The options of the questions are: being able to understand and transfer incoming telephone calls correctly (O1), being able to understand the content of the job-related meetings (O2), being able to take notes during job-related meetings (O3), being able to understand oral instructions (O4), and being able to understand oral presentations (O5). Since these options aim to define the

students' perceptions of the way of being successful in their (future) occupations, these options relate to the concept of 'target needs' stated by Hutchinson and Waters (1987).

Table 17

Content teachers' and employers' perceptions of students' listening requirements for success in their (future) occupations

Options	Teachers		Employers	
	F	P	F	P
O1 Incoming telephone calls	34	97.1	32	100
O2 Job meetings	24	68.6	10	31.3
O3 Listening and taking notes	17	48.6	9	28.1
O4 Oral instructions	33	94.3	27	84.4
O5 Oral presentations	19	54.3	13	40.6

Note: Q: Which of the following English listening skills do you think important for the office
management and secretary students' success in their (future) occupations?
F: Frequency   P: Percentage
N: Content teachers: 35   Employers: 32

As can be seen in table 17, being able to understand and correctly transfer incoming telephone calls was checked by nearly all of the content teachers (97.1 %) and by all of the employers (100 %) as an important listening skill for the students and former students. This consensus also holds true for the ability of being able to understand oral instructions, and suggests that both skills should be taken into strong consideration by the curriculum developers while designing a future course curriculum. For the other listening skills asked in the question, the perceptions of teachers and employers differ to varying degrees. Although the percentages of the two groups' responses for the other three options vary, the content teachers generally perceive all of these listening skills as more important than do the employers. This difference may reflect the content teachers' overall positive perceptions towards the importance of all skills without regarding the particular conditions of the job settings in which their students will be employed. The employers, on the other hand, are more likely to consider

the particular workplace conditions and therefore not expect further level English skills from their employees.

In table 18, the frequencies and percentages of all four participant groups' responses to the multiple-response question asking for the English language speaking requirements of office management and secretarial studies students for success in their (future) occupations are presented.

Table 18

All response groups' perceptions of students' speaking requirements in the workplace

Options	Students		F. Students		Teachers		Employers	
	F	P	F	P	F	P	F	P
O1 Presentation techniques	113	57.7	27	69.2	27	77.1	8	25.0
O2 Asking… questions.	142	72.4	23	59.0	20	57.1	7	21.9
O3 Joining into discussions	109	55.6	20	51.3	12	34.3	6	18.0
O4 Having conversations	193	98.5	39	100.0	34	97.1	28	87.5
O5 Speaking on the phone	185	94.4	38	97.4	34	97.1	31	96.6
O6 Conducting interviews	108	55.1	13	33.6	17	48.6	5	15.6
O7 Introducing, greeting…	185	94.4	35	89.7	34	97.1	25	78.1
O8 Using addressing types	105	53.6	28	71.8	16	45.7	6	18.8
O9 Appointments	147	75.0	29	75.4	29	82.9	9	28.1

Note: Q: Which of the following English speaking skills do you think important for the office
management and secretary students' success in their future occupations?
F: Frequency   P: Percentage
N: Students: 196   Former students: 39   Content teachers: 35   Employers: 32

According to the frequencies, major differences were observed between the responses of the employers and the other participant groups. The general view that emerged from the table is that employers have the most focused perspective. They pick a few essential skills and concentrate on them. As can be observed in the table, the agreement that does exist between the employers and the other participant groups is seen in the skills that were checked by nearly all of the other participant groups as well, namely O4 (being able to have conversations with to foreign people, e.g. in meetings in

Turkey or abroad), O5 (being able to speak on the phone), and O7 (being able to introduce, greet, or see somebody off).

Test results revealed that responses of the students, former students, and content teachers, in general, are highly weighted in nearly all of the skills presented in the table but especially in favour of three particular speaking skills. These speaking skills that were considered as important for the success of the students in their occupations by nearly all of the participant groups including the employers are: being able to have conversations with foreign people, e.g. in meetings in Turkey or abroad, speaking on the phone, and introducing, greeting, or seeing somebody off. However, for the rest of the skills, employers' responses decrease compared with the other participant groups. That is to say, the majority of the employers do not consider any of the other skills as important for their employees who have graduated from office management and secretary departments. The reason for this difference may be related to the low degree of general English language requirements of the companies of these employers. The sensitivity of the content teachers towards the ability of presenting techniques may be caused by the way they consider their students' ideal speaking requirements without taking the conditions of the former students' job settings into account.

According to a majority of the students, former students, and content teachers, being able to ask and answer questions in job-related meetings, and arrange appointments are very important for the success of office management and secretary students in their occupations. Former students differ from the students and content teachers, however, in putting emphasis on the ability to use efficient addressing types. This result may indicate that former students might have been exposed to some situations requiring this skill. Interestingly, content teachers perceive the use of efficient

presenting techniques as more important than do students and former students. Content teachers' greater sensitivity towards presenting techniques may be interpreted as their emphasis on the academic needs of the students of which presentations may be a part.

In table 19, the frequencies and percentages of the students', former students', and content teachers' responses to the multiple-response question asking about the materials that should be read by the office management and secretary students in order to be successful in their future occupations are presented. The options of the questions are: textbooks or course books related to their field of study (O1), reference books related to their field of study (O2), exam questions (O3), papers and articles (O4), graphs, charts or tables (O5), letters (O6), and materials which students may encounter while using internet (O7).

Table 19

Students', former students', and content teachers' perceptions of necessary reading materials for office management and secretary students

Options	Students		F. Students		Teachers	
	F	P	F	P	F	P
O1 (Textbooks)	115	58.7	30	76.9	30	85.7
O2 (Reference books)	119	60.7	30	76.9	30	85.7
O3 (Exam questions)	123	62.8	25	64.1	19	54.3
O4 (Papers, articles)	127	64.8	34	87.2	24	68.6
O5 (Graphics and charts)	85	43.4	28	71.8	21	60.0
O6 (Letters)	134	68.4	34	87.2	30	85.7
O7 (Internet)	182	92.9	38	97.4	35	100.0

Note: Q. Which of the followings should the office management and secretary students able to read and understand in order to be successful in their future occupations?
F: Frequency   P: Percentage
N: Students: 196   Former students: 39   Content teachers: 35

The main point that should be underlined is that the general average of the percentages of the content teachers' responses to the options is higher than those of the

former students' and students.' Respectively, the former students' general attitudes towards the importance of all reading materials in the questions are more positive than the students. Since all of the options in the question are related to academic needs of the students, content teachers' sensitivity of the reading materials may be interpreted as their emphasis on the academic needs of the students.

Interestingly, the responses of the three groups are all strongly weighted in favour of the reading materials that may be encountered on the internet. This result showed that all of the participant groups have a full recognition of the importance of the computer/internet. While more than half of the students checked the options of reference books related to their field of study, textbooks, and letters, a much larger majority of the former students and content teachers checked these same options. Additionally, former students interested in the option of 'being able to read papers and articles more than the other participant groups. In fact, as a general rule, students were more conservative in checking options than were former students and content teachers. One possible explanation may be that students are not yet as aware of the importance of certain reading materials in English as compared with former students and content teachers.

In table 20, the frequencies and percentages of all groups' responses to the multiple-response question asking about the English language reading requirements of the students in the office management and secretarial studies departments of Niğde University in order to have a successful career in the future are presented. The options of the question are: Course materials (O1) (this option was not included on the employers' questionnaires), secretarial rules (O2), new trends in managing an office (O3), working principles of office machines (O4), rules of meetings (O5), rules of ceremonies, interviews, introducing, greetings, seeing somebody off (O6), difficulties of secretaries

while managing an office (O7), rules of writing business letters (O8), rules of writing invitation, congratulation, thanking, and condolence letters (O9), rules of filing documents (O10), duties of the secretaries (O11), behaviors of the secretary (O12), rules of protocol (O13), conditions of contracts (O14), and materials which they may encounter while using internet (O15).

Table 20

Perceptions of all groups towards the reading requirements for office management and secretary students' success in the workplace

Options	Students		F. Students		Teachers		Employers	
	F	P	F	P	F	P	F	P
O1 (Course materials)	84	42.9	26	66.7	25	71.4	-	-
O2 (Secretary rules)	100	51.0	24	61.5	28	80.0	10	31.3
O3 (New O.M.S. trends)	104	53.1	33	84.6	30	58.7	12	37.5
O4 (Office machines)	190	96.9	38	97.4	35	100.0	30	93.8
O5 (Meeting rules)	127	64.8	35	89.7	30	85.7	10	31.3
O6 (Ceremony… rules)	191	97.4	35	89.7	35	100	28	87.5
O7 (Diff. of secretaries)	97	49.5	31	79.5	27	77.1	8	25.0
O8 (Business letters)	193	98.5	39	100.0	34	97.1	24	75.0
O9 (Other letters)	187	95.4	37	94.9	35	100.0	28	87.5
O10 (Filing rules)	86	43.9	23	59.0	22	62.9	15	46.9
O11 (Duties of secretary)	83	42.3	21	53.8	20	57.1	9	28.1
O12 (Behaviors of secr.)	80	40.8	22	56.4	21	60.0	11	34.4
O13 (Protocol rules)	100	51.0	26	66.7	20	57.1	9	28.1
O14 (Contracts)	118	60.2	26	66.7	26	74.3	14	43.8
O15 (Internet materials)	186	94.9	39	100.0	32	91.4	28	87.5

Note: Q. Which of the following subjects do you think office management and secretary students should read about most in their vocational English course for their career?
F: Frequency   P: Percentage
N: Students: 196   Former students: 39   Content teachers: 35   Employers: 32

The test results showed that, although there is a slightly smaller percentage of students' responses compared to percentages of the former students' and content teachers' responses, a great majority of the first three participant groups perceived nearly all of the reading materials in the question as important for the office management and secretary students' future careers. However, it was observed that the majority of the

employers only checked a few of the options. The options that were checked by the majority of the employers were also the most frequently checked by the other groups. These were: working principles of office machines, rules of ceremonies, interviews, introducing, greetings, seeing somebody off, writing invitation, congratulation, thanking, and condolence letters, and materials which students may encounter while using internet. The rationale behind this great consensus may be caused by the fact that all of these reading requirements reflect the practical and conventional activities that may be seen in an office. Whereas, the other options such as filing and protocol rules, difficulties and behaviors of secretary might be seen as not directly related to probable English requirements that can be required in the settings in which the students are or will be employed.

In table 21, the frequencies and percentages of all groups' responses to the multiple-response question asking for the students' English language writing requirements in the workplace are presented. The options for the question are: Writing job-application letters (O1), Writing job-acceptance and refusal letters (O2), Writing reports on small projects (O3), Writing business letters (O4), Writing invitation, congratulation, thanking, and condolence letters (O5), Note-taking (O6), Writing CV's or resumes (O7), and Writing e-mails (O8).

Table 21

Perceptions of all groups towards the writing requirements for success of the office

management and secretary students in the workplace

Options	Students		F. Students		Teachers		Employers	
	F	P	F	P	F	P	F	P
O1 (Application letters)	172	87.8	34	87.2	32	91.4	11	34.4
O2 (Acceptance… letters)	132	67.3	22	56.4	27	77.1	10	31.3
O3 (Reports on projects)	86	43.9	21	53.8	14	40.0	6	18.8
O4 (Business letters)	186	94.9	37	94.9	34	97.1	24	75.0
O5 (Invitation… letters)	186	94.9	36	92.3	32	91.4	29	90.6
O6 (Note-taking)	126	64.3	29	74.4	26	74.3	9	28.1
O7 (CV's or resumes)	123	62.8	29	74.4	29	82.9	6	18.8
O8 (E-mails)	173	88.3	35	89.7	33	94.3	26	81.3

Note: Q. Which of the following writing skills in English do you think are important for office
management and secretarial students in order to be successful in their future occupation?
F: Frequency   P: Percentage
N: Students: 196   Former students: 39   Content teachers: 35   Employers: 32

The test results in table 21 reflect that while the attitudes of the students, former

students, and content teachers toward the writing requirements of the office management

and secretary students are very similar to each other, the employers' perceptions are

once again somewhat different. According to the table, employers, with a great majority,

only gave importance to the writing skills related to letter and e-mail writing. Similar to

the findings from other skills, there is a discrepancy between the employers' and the

other three participant groups' perceptions toward the writing requirements of the

students. The employers are likely thinking solely within the restricted borders of their

particular job contexts whereas the other participant groups may have broader

perspectives of possible job opportunities. Thus, the employers check just a couple of

frequently used writing needs in the workplace. It is obvious that these managers require

staff capable of writing e-mails and various kinds of letters. As is seen in the table, all of

the other participant groups responded to nearly all of the options positively in terms of

their necessity in the students' future occupations. Interestingly, a strong consensus was observed on the option 'writing reports on the small projects' in terms of its not being checked as much as the other options. This result showed that neither the employers nor the other groups perceived this option as important for success in the workplace. Apparently, these employers do not expect any report writing from their employees nor do the other groups believe that writing reports is essential for the students' occupational success. This result can be relied on two explanations from the perspectives of employers and former students, and the students and content teachers. First, employers and former students think that they do not have any business requiring writing reports in English. Second, students and content teachers believe that writing reports in English is an extremely hard concern for the office management and secretary students.

Conclusion

In these sections above, the data collected from the current students, former students, content teachers, and employers were analyzed according to appropriate statistical tests. Four different test types were used to analyze the data. In the next chapter, the findings revealed in the data analysis section will be discussed in reference to the research questions, and implications for both pedagogical issues and further studies will be given.

CHAPTER 5: CONCLUSION

Overview of the Study

This study investigated the academic and occupational English language needs of

the students enrolled in the office management and secretarial studies departments of

Niğde University. Data were collected from currently enrolled students, former students,

content course teachers, and employers of the former students. In order to collect data,

four different questionnaires were prepared. Then the data were analyzed using

descriptive statistics including frequencies, percentages, and additional statistical tests,

such as chi-squares, t-tests, and ANOVAs.

In this chapter, the research questions will be responded to by discussing the

results of the questionnaires in terms of the significant agreements and discrepancies

among the perceptions of the four participant groups towards the English language needs

of office management and secretary students. Discussions of the results will be

organized according to the sections in the questionnaires (general information and

language skills).

Results

The general information section includes the questions asking about the

participants' perceptions toward the general aspects of the vocational English course and

its content, and the English language levels of the students and former students. In this

section, there were five questions asked to students, former students, and content

teachers about the vocational English course and its content (see table 2 and 11). One

question was asked to students about the current design of the vocational English course

(see table 8). Three questions were asked to students and former students to find out their overall perceptions of the adequacy of the vocational English course and reasons for their own lack of success due to weaknesses in the course content (see tables 5 and 13). One question was asked to students, former students, and employers about the English language levels of the students and former students (see table 2), and a question was asked to all participant groups about the importance of the four basic English language skills (see table 12). In the language skills section, participants were asked about the importance and necessity of some specific language abilities, in terms of the four basic skills, for the students' academic and occupational success.

General impressions of the course

In general, the overall perceptions of the students, former students, and content teachers towards the vocational English course are very similar. As well, students and former students agreed on the questions about the vocational English course content and their reasons for failure caused by the course content. However, for the questions asked to various participant groups including the employers, it was generally noted that discrepancies emerged between the responses of the employers and those of the other participants groups.

The results of the questions asking about the vocational English course and its content revealed that students, former students, and content teachers strongly agree on the necessity of the vocational English course for the success of office management and secretarial students at vocational college and in their target occupations (Q1 and Q2 in table 2). These participant groups also believe that the content of the vocational English course and its course book should reflect the content of the core courses in the office management and secretarial studies department (Q3 and Q4 in table 2). The overall

picture depicted from the participants' perceptions of the vocational English course made the researcher sure of the course's value for the participants. In addition, there is a general tendency of the participants to believe that the course should reflect the content courses.

Students, former students, and content teachers also stated with a vast majority that office management and secretary students specifically need English for their future careers. Here, the concept of 'future career' should be recognized as the 'target situations' in which these students may need to use English language. The second reason for students to learn English, and again one that all of the groups have a consensus on, is to be able to pass from the English courses. Since this second choice reflects the students' requirements in order to pass from English courses, we may conclude that this option implies the importance and necessity of meeting students' (academic) learning needs.

Students and former students responded to three parallel questions in the general information sections of their questionnaires. In the first question, their perceptions towards the necessity of a course book in the vocational English course were sought. According to conversations with vocational English course instructors, only Niğde Vocational Colleges' students in fact use a vocational English course book. The other two college's teachers rely on grammar materials for the course. The test results revealed that nearly all of the students and former students think that there should be a course book in the vocational English course (see table 5). Providing such a course book would appear to be a fairly low-cost and therefore feasible first step to improve the English courses in the Aksaray and Ortaköy Vocational Colleges.

Specific problems with the course

The test results of the questions asking about the students' points of views about the vocational English course in terms of the sufficiency of the current course design, the adequacy of the course content, and reasons for their own failure as caused by the course content, can be used to determine more specific problems of the course. These results can thus be used to prioritize the areas of the course in need of revision

There is clearly a great degree of dissatisfaction among the students about the course. According to test results, it was observed that a great majority of the students do not regard the current overall design of the course as sufficient (see table 8). Furthermore, while students and former students think that the vocational English course content is inadequate to meet their English language needs, they also perceive that their failures in the course stem from the inadequacy of the course content (see tables 5 and 13).

The specific points of the course that are regarded as inadequate by the students and former students are: the quality of materials, audio-visual aids, the total amount of the course hours, the textbook of the course, and the terminology provided for students' content courses (see table 5). Students and former students considered that lack of practice on speaking and pronunciation is the most prominent reason for the failure of the course. In fact, none of the English instructors in Niğde University assess their students' speaking and pronunciation abilities. Course assessment, generally, depends on the grammatical knowledge of the students. Participants might have regarded this question as asking about their personal reasons for failing to learn English well rather than the lacks of the vocational English course content. This may explain why some of

the students offered their own responses, such as complaining about the inadequacy of their previous language learning settings.

The options of 'not having taught general and field-related vocabulary', and 'not having enough practice on listening, writing, and reading' are also considered as the reasons for course failure. Interestingly, neither the students nor the former students think that inadequate grammar instruction is a reason of course failure. Thus the amount of grammar teaching is seen as adequate in the vocational English course.

According to the results of the question asking about the English language levels of the students and former students, all of the respondents to this question have a general agreement on the inadequacy of their English language levels. On the other hand, the result of subsequent ANOVA and Tukey tests showed that perceptions of the former students and employers differ from the students' perceptions. While the employers and former students are observed as having a negative perception towards the students' English language levels, current students assessed their own English language levels in a somewhat more positive way. This result may be interpreted as a result of students' lack of experience with the actual English language requirements of the target situations compared to former students and employers.

The skills

Initially, a disagreement was observed among the participant groups on the question asking about the importance of the English language skills of listening, speaking, reading, and writing. According to the percentages of the participants' responses, all of the participant groups' responses were weighted in favour of speaking and reading skills. However, while all of the students and former students perceive speaking as an important skill for them, a vast majority of the content teachers and

employers regarded reading as the most important skill for the students and employees. Additionally, if we disregard the employers, more than half of all the participants indicated that writing is an important skill for the students and employees. Although all participant groups perceived speaking, reading, and to some extent writing skills as very important for the occupational success of the office management and secretary students, listening was not considered as an important skill for the students and employees by any of the participant groups. This perception may result from two reasons. Firstly, respondents might have thought that students and former students will not be exposed to too many contexts in which they require listening skills. In fact, if we think about the rate of unemployment in Turkey, and about the extent of international business affairs in companies in which office management and secretarial graduates may have the chance to be employed, we can understand the limitations of the contexts in which such employees may have to listen to English. The second reason, which is also supported by the literature is that the respondents may be undervaluing the listening skill due to their lack of knowledge about listening as a particular acquisition process with its own sub-skills. Moreover there is added difficulty of improving listening skills in an English as a foreign language setting (Nunan, 2002; Rost, 2002).

According to the data, there is also an agreement between the students, former students, and employers on the inadequacy of the students' and former students' listening, speaking, reading, and writing skills (see tables 6 and 14). Furthermore, the test results revealed that the majority of the students and former students never have to listen, speak, read and write in English outside the class or on the job (see tables 7 and 9).

It is possible that none of the participant groups perceived the listening skill as an important or necessary ability that should be mastered for the occupational success of the students and former students (see tables 3 and 10). The needs assessment study conducted by Arık (2002) revealed the same results that, while reading was perceived as a required English skill for the students by their content course teachers, listening was not seen as an important skill for the students' content course English requirements. Since one of the resource groups of the current study is the same with Arık's resource group (content course teachers at Niğde University), these common findings of the two studies speak to the reliability of both studies. Furthermore, these common findings of the two studies may provide valuable insights for curriculum developers and English instructors at Niğde University about the general perceptions of the content course teachers towards the English needs of the students.

Even though listening skills were generally given little emphasis, certain ones were given precedence for students' success in their course. For instance, students and former students consider that office management and secretary students should be able to understand oral instructions, audio and visual materials, and the content of the in-class listening activities in order to be successful in the vocational English course (see table 15).). Since the students have to meet these listening skills in order to comprehend the content of the course and reach the target needs, these listening skills may be regarded as students' learning needs of listening (Hutchinson & Waters, 1987). In particular, meeting each of these listening needs can provide students with the abilities that they may use in the target situation. For instance, if the students can understand audio materials, they may be able to carry this over and comprehend the content of telephone conversations. Or if they understand the content of in-class listening activities, they may

have fewer problems with understanding the oral instructions or content of job-related meetings.

On the other hand, content teachers and employers felt that the listening skills important for students' and former students' occupational success are: 'being able to understand and correctly transfer incoming telephone calls' and 'oral instructions' (see table 16). Since the students may use these listening skills in their future occupations, these listening skills may be regarded as their target needs of listening (Hutchinson & Waters, 1987). Therefore, curriculum developers and English instructors should view the students' target listening needs as one further step of their learning needs and determine the goals and objectives of the course regarding the fact that learning needs must immediately be used to reach the target needs.

In terms of the importance and necessity of speaking, reading, and writing skills, employers and the other participant groups have different views. While students, former students, and content teachers perceive speaking, reading, and listening as necessary and important, employers did not regard them as important and necessary for the occupational success of the former students (see tables 3 and 10). Employers' views towards the necessity of speaking, reading, and writing for their employees may be caused by the constraints of their business affairs. This perception indicates that the occupational settings in which the former students are employed, have little or no international business relations that require English speaking, reading, and writing skills for employees.

In terms of the students' target speaking requirements (occupational speaking needs) the participants were asked about the importance of 'being able to ask and answer questions in job-related meetings', 'having conversations with foreign people, e.g. in

meetings in Turkey or abroad, speak on the phone', 'conducting interviews', 'introducing, greeting, or seeing somebody off', 'using efficient addressing types', and 'arranging appointments'. The results indicated some discrepancies among the perceptions of the employers and the other participant groups. While students, former students, and content teachers perceive nearly all of the speaking skills as important, employers only regard a few options as important for the students' occupational success. The speaking skills that were checked by all of the participant groups including the employers are: 'being able to have conversations with foreign people, e.g. in meetings in Turkey or abroad', 'speak on the phone', and 'introduce, greet, or see somebody off'. These results indicate that employers do not expect any advanced level speaking abilities from their employees. They prefer simple and routine conversational speaking skills rather than professional presentation and discussion skills. To some extent these findings resemble the findings of Aguilar's (1999) needs assessment study conducted for the Waikiki hotel maids. Similar to this study, Aguilar found out that maids should be trained on the basic speaking skills in order to make them capable of answering clients' questions.

According to the responses of the students and former students to the question asking about which reading materials should be read and comprehended by the students in order to be successful in the vocational English course, it was observed that both students and former students' responses are highly weighted towards materials on the internet. Since the reading materials that can be accessed on the internet are authentic materials, these materials can be used to expose students to genuine language that they may use to meet their future needs. These content-related authentic materials, when designed and implemented according to the students' current needs, can serve as a base

for an ESP curriculum (Dumitrescu, 2000; Trabelsi, 2003). On the other hand, all of the other reading materials were also perceived as important for the students' success by all of the participant groups. However, the percentages of the former students and content teachers, who checked the other options such as reference books, textbooks, and letters, are higher than the students'. This result implies that former students and content teachers are more sensitive towards the students' academic reading requirements in terms of the types of materials. Perceptions of the former students may be caused by a higher frequency of reading requirements in the workplace than the other skills. On the other hand, content teachers prioritizing of reading materials may be interpreted as a general tendency of the academics towards the learning needs of the students.

In order to determine the students' target reading requirements (occupational reading needs), participants were asked about the importance of 'course materials' (this option was not on the employers' questionnaires), 'new trends in managing an office', 'working principles of office machines', 'difficulties of secretaries while managing an office', 'duties and behaviors of the secretary', 'conditions of contracts', 'materials which they may encounter while using internet', 'secretarial rules', 'rules of meetings, ceremonies, and interviews', 'rules of introducing, greetings, seeing somebody off', 'rules of writing business, invitation, congratulation, thanking, and condolence letters', 'rules of filing documents', and 'rules of protocol'. The data showed that while the students, former students, and content teachers have a general agreement about the importance of all of the options, employers focused on only a few options. These were: 'working principles of office machines', 'rules of ceremonies', 'interviews', 'introducing, greetings, seeing somebody off', 'rules of writing invitation, congratulation, thanking, and condolence letters', and the 'materials which students may

encounter while using internet'. These reading skills perceived as important and necessary by the employers may be seen as the most frequently required abilities in an office.

As for the students' target writing requirements, similar to the other skills, while the majority of students, former students, and content teachers perceive all of the writing skills as important for students' and former students' occupational success, employers only regard the skills related to various kinds of letter and e-mail writing as important for their employees' occupational success. These writing skills that were checked by employers may be viewed as the most frequently required writing abilities of these administrations in which the former students employed.

To sum up, the overall results of the tests revealed that there is widespread dissatisfaction with the vocational English course and its efficiency. All of the participant groups place greater emphasis on the importance of the speaking and reading skills than on writing and listening. In general, employers' perceptions towards their employees' English language needs are observed as being more restricted and focused than those of the other participant groups.

<div align="center">Pedagogical Implications</div>

In this study, the data collected from various participant groups revealed some implications for curriculum developers and English instructors at Niğde University. The main point that was commonly believed by all of the participants of the study is that the vocational English language course taught at the office management and secretarial studies departments of the Niğde University requires a drastically new course curriculum including both academic (learning) and occupational (target) English language requirements of the students.

As pointed out by Hutchison and Waters (1987), learning (academic) needs should be viewed as the instructional logistics that can be used by the students in order to reach or meet the target (occupational) needs. On the other hand, target needs in this case, should be regarded as the skills that empower the learners for their future careers. That is to say, the academic and occupational needs of the students in this study should not be considered separately. Therefore, the overall results of this study can be utilized to guide the inclusion of both language requirement types into the new curricula. For instance, being able to understand the incoming telephone calls, being able to speak on the phone, reading about working principles of the office machines, and writing business letters were perceived as target needs. Curriculum developers may therefore incorporate into the new course design some simulation activities including content-based telephone dialogues. Other options could include reading comprehension materials related to office machines, or some letter writing activities. In other words, the new course curriculum should provide content-related information to the students to help them to meet both their learning (academic, current) and target (occupational, future) needs.

Since the employers participating in this study only agree to some extent with the other participant groups about the English language needs of the students, curriculum designers should start by looking at the areas, issues, and skills on which there is total agreement including the employers. Such an approach can reflect the overall consensus of the participant groups on the language-related skills that office management and secretary students should acquire in order to be successful both at the vocational college and in their future occupations.

This study revealed that speaking and reading are considered by all participant groups as the most important skills for the success of the office management and

secretary students. The overall perception of the particular speaking skills identified revealed that curriculum developers and English instructors should pay attention to interactional speaking activities including face-to-face and telephone conversations, introductions, greeting, and seeing somebody off. These interactive speaking activities that should be incorporated into the new course curriculum must also be seen as students' target speaking needs. In terms of students' reading needs identified, the new course curriculum should be supported with current reading materials and subjects from the internet that the participants of the study perceived as important. These include: 'working principles of office machines', 'rules of ceremonies', 'interviews', 'introducing, greetings, seeing somebody off', 'rules of writing invitation, congratulation, thanking, and condolence letters'. Although listening and writing were not regarded as important by any of the participant groups, both students and former students perceive that not having enough instruction and practice on all four language skills is one of the reasons that the course and the students are unsuccessful. Furthermore, there is a great expectation of the employers from their employees to write letters and e-mails in English. Therefore, the new course curriculum should not ignore the necessity of listening and writing skills even while focusing on speaking and reading skills.

Limitations of the study

One limitation of the study emerged in the data analysis process. Since many of the questions in the questionnaires were multiple-response question types, the researcher was unable to use any further analysis techniques except for descriptive statistics for these question models. Nevertheless, they were valuable in collecting more specific data on particular skills, and thus were justified. A larger concern was that, as a result of time

constraints, no follow-up interviews could be done with the participants. Therefore, the results of the questionnaires could not be supported through interview data. Moreover, interviews could have provided more specific and detailed data about the students' English language needs.

The researcher also met with some administrative problems while trying to obtain contact information for the former students. Only one of the vocational college's administrations provided the researcher with the addresses and telephone numbers. Although the researcher was able to reach a few students who had graduated from the other two vocational colleges, a majority of the former students participating in the study were graduates of only the Ortaköy vocational college. This problem prevented the researcher from obtaining information from a greater number of former students and employers, and may, to some extent, have skewed the results.

A final limitation of the study is that the scale in one of the question types, asking about the English language degree which the students should reach, was different in content teachers' questionnaire than in the other groups' questionnaires. This prevented the researcher from including the content teachers' responses in the ANOVA tests with the other groups for this kind of questions.

Suggestions for further research

Doubtless, the crucial following step after a study such as this is to develop an appropriate curriculum for the office management and secretary students' vocational English course. In terms of further research, a qualitative needs assessment study focusing on the needs of the same target group with follow-up interviews would be useful for supporting the findings of the current study. Moreover, this study may serve as a base for conducting a larger needs assessment throughout the office management

and secretarial studies departments of all Turkish medium universities. Respectively, a new vocational English course curriculum for all of the office management and secretarial studies departments throughout all of the Turkish medium universities could be developed and presented to the National Education Ministry (MEB) of Turkey.

Conclusion

As a needs assessment study including four different perspectives about the learners' academic and occupational English language requirements, this study may be regarded as a representative of the fundamental trends in needs assessment as shown in a significant body of literature (Arsal, 1998; Graves 2000; Holliday and Cooke (1982); Jordan 1997; Munby 1978; Nunan, 1988; Tarone & Yule 1990).

First of all, this study attempted to determine the academic and occupational English language needs of the target group by considering a wide range of audiences as defined by Brown (1995), Jordan (1997), and Holliday and Cooke (1982). This study was also conducted with the guiding perspective provided by the target situation analysis concept of Hutchinson and Waters (1987). In order to determine the target situation in which the students will need to use English, the researcher was guided by the questions of "Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where and when will the language be used?" (Hutchinson & Waters, 1987: 59).

Finally, various types of needs of the learners as defined in the needs assessment literature were sought. Since one of the aims of the study was to investigate the occupational English needs of the students, 'target' (Hutchinson &Waters, 1987), 'subjective' (Brindley, 1989), 'communicative' (Richards, 1990), and 'language' (Brown, 1995) needs of the students were examined. On the other hand, in order to

determine the academic needs of the students, 'learning' (Hutchinson &Waters, 1987;

Savage & Storer, 2000), objective (Brindley, 1989), and 'situational' (Richards, 1990)

needs of the students were examined.

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APPENDIX 1: QUESTIONNAIRES IN ENGLISH

A. QUESTIONNAIRE FOR STUDENTS

> My name is Serkan Çelik and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University. For my thesis, I am doing an analysis of English language needs of the Office Management and secretarial departments' students in the vocational colleges of Nigde University. To obtain the necessary information I would request that you respond to the questionnaire below meticulously. This information will help me to determine the English language needs of the students in the office management and secretarial departments of Niğde University's vocational colleges.
> Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.
> Thank you for taking the time to answer the questions fully and thoughtfully.
>
> Serkan ÇELİK
> Bilkent University
> MA TEFL 2003

PART ONE: GENERAL INFORMATION

1- Which of the following high school types did you graduate from?

 ( ) General high school
 ( ) Commercial high school
 ( ) Industry and Occupation high school
 ( ) High schools which give intensive English education such as Anatolian high schools

2- Why do you need English in general? (You may choose as many options as you want)

( ) To pass my English courses
( ) For my future career
( ) For my further education, such as attending a faculty
( ) To interact with people from other backgrounds and cultures
( ) Other, please specify...
………………………………………………………………………………………...

Note: Please, use the following scale for questions 3 to 9. Put a tick (√) inside the bracket that corresponds to your answer.

(1) Strongly disagree   (2) disagree   (3) Not sure   (4) Agree   (5) Strongly agree

3- The vocational English course is necessary for office management and secretarial students' success at vocational college.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

4- The vocational English course is necessary for office management and secretarial students' success at their future occupation.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

 5- My present knowledge of English related to my field is sufficient for me to be successful in my future occupation.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

6- The present vocational English course design is effective in serving our occupational English language needs.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

7- The content of the vocational English course should reflect the content of the core courses in the office management and secretarial studies department.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

8- There should be a course book in the vocational English course.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

9- The content of the vocational English course book should reflect the content of the core courses in the office management and secretarial studies department.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

10- The vocational English course I take is adequate as far as the following points are concerned. (Tick the box that corresponds to your answer)
1) Strongly disagree   2) Disagree   3) Not sure   4) Agree   5) Strongly agree

	1	2	3	4	5
a- The quality of materials					
b- Total amount of course hours					
c- Audio-visual aids					
d- The textbook					
e- Providing necessary terminology for your core courses					

11- Which of the following English language skills do you think are important in office management and secretarial field? (You may choose as many options as you want)
( ) Speaking   ( ) Listening   ( ) Reading   ( ) Writing

12- If you have difficulty in vocational English course, what do you think the reasons are? (You may choose as many options as you want)

(   ) We are not taught General English grammar
(   ) We are not taught General English vocabulary
(   ) We are not taught specific vocabulary related to our subject
(   ) We do not have enough practice in reading English
(   ) We do not have enough practice on pronunciation
(   ) We do not have enough practice in listening
(   ) We do not have enough practice in speaking
(   ) We do not have enough practice in writing
(   ) Other, please specify...

PART TWO: LANGUAGE SKILLS

A- LISTENING

1- How frequently do you have to listen to English outside class?
( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well do you understand spoken English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

3. In general, how important is it for you to understand spoken English in order to be successful in your future occupation?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Which of the following listening skills in English do you think are important for you in order to be successful in your vocational English course? (You may choose as many options as you want)

( ) Being able to understand the content of in-class listening activities
( ) Being able to listen and take notes during the course
( ) Being able to understand oral instructions
( ) Being able to understand the audio and visual materials
( ) Other, please specify...

B- SPEAKING

1. How frequently do you have to speak in English outside class?
 ( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well do you speak in English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

3. In general, how important is it for you to speak English in order to be successful in your future occupation?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Which of the following speaking skills in English do you think are important for you in order to be successful in your future occupation? (You may choose as many options as you want)

( ) Being able to use efficient presenting techniques in English
( ) Being able to ask and answer questions in job-related meetings
( ) Being able to join discussions in job-related meetings
( ) Being able to talk to foreign people, e.g. in meetings in Turkey or abroad
( ) Being able to use speak on the phone
( ) Being able to conduct interviews
( ) Being able to introduce, greet, or see somebody off
( ) Being able to use efficient addressing types
( ) Being able to arrange appointments
( ) Other, please specify...

C- READING

1. How frequently do you read in English outside class?
( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well do you read in English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

3. In general, how important is it for you to read in English in order to be successful in your vocational English course?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Which of the following do you need to be able to read and understand in English in order to be successful in the vocational English course? (You may choose as many options as you want)

( ) Textbooks or course books related to your field
( ) Reference books related to your field
( ) Exam questions
( ) Papers and articles
( ) Graphs, charts or tables
( ) Letters
( ) Materials which you may encounter while using the internet
( ) Other, please specify...

5. Which of the following subjects are important for you to read about in your vocational English course in order to be successful in your future occupation? (You may choose as many options as you want)

( ) Course materials
( ) Secretarial rules
( ) New trends in managing an office
( ) Working principles of office machines
( ) Rules of meetings
( ) Rules of ceremonies, interviews, introducing, greetings, seeing somebody of
( ) Difficulties of secretaries while managing an office
( ) Rules of writing business letters
( ) Rules of writing invitation, congratulation, thanking, and condolence letters
( ) Rules of filing documents
( ) Duties of the secretaries
( ) Behaviors of the secretary
( ) Rules of protocol
( ) Conditions of contracts
( ) Materials, which you may encounter while using the internet
( ) Other, please specify...

D- WRITING

1. How frequently do you have to write in English outside class?
( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well do you write in English?
     ( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

3. In general, how important is it for you to write in English in order to be successful in your future occupation?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Which of the following writing skills in English do you think are important in order to be successful in your future occupation? (You may choose as many options as you want)

( ) Writing job-application letters
( ) Writing job-acceptance and refusal letters
( ) Writing reports on small projects
( ) Writing business letters
( ) Writing invitation, congratulation, thanking, and condolence letters
( ) Note-taking
( ) Writing CV's or resumes
( ) Writing e-mails
( ) Other, please specify...

B. QUESTIONNAIRE FOR FORMER STUDENTS

> My name is Serkan Çelik and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University. For my thesis, I am doing an analysis of English language needs of the Office Management and secretarial departments' students in the vocational colleges of Nigde University. To obtain the necessary information I would request that you respond to the questionnaire below meticulously. This information will help me to determine the English language needs of the students in the office management and secretarial departments of Niğde University's vocational colleges.
>
> Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.
>
> Thank you for taking the time to answer the questions fully and thoughtfully.
>
> Serkan ÇELİK
> Bilkent University
> MA TEFL 2003

PART ONE: GENERAL INFORMATON

1- Which of the following vocational college's office management and secretary department did you graduate from?

( ) Ortaköy Vocational College
( ) Aksaray Vocational College
( ) Niğde Vocational College

2- In which sector below are you employed?

( ) Health
( ) Education
( ) Technology
( ) Social services
( ) Other, please specify...

3- Why do office management and secretary students need English in general? (You may choose as many options as you want)

( ) To pass their English courses.
( ) For their future career
( ) For their further education, such as attending a faculty.
( ) To interact with people from other backgrounds and cultures.
( ) Other, please specify...

Note: Please, use the following scale for questions 4 to 10. Put a tick (√) inside the bracket that corresponds to your answer

(1) Strongly disagree (2) disagree (3) Not sure (4) Agree (5) Strongly agree

4- The vocational English course is necessary for office management and secretarial students' success at vocational college
1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

5- The vocational English course is necessary for office management and secretarial students' success at their future occupation.
1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

6- Your present knowledge of English related to your field is sufficient for you to be successful in your occupation.
1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

7- The content of the vocational English course should reflect the content of the core courses in the office management and secretarial studies department.
1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

8- There should be a course book in the vocational English course.
1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

9- The content of the vocational English course book should reflect the content of the core courses in the office management and secretarial studies department.
1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

10- The vocational English course I took was adequate as far as the following points are concerned. (Tick the box that corresponds to your answer)
1) Strongly disagree 2) Disagree 3) Not sure 4) Agree 5) Strongly agree

	1	2	3	4	5
a- The quality of materials					
b- Total amount of course hours					
c- Audio-visual aids					
d- The textbook					
e- Providing necessary terminology for your core courses					

11- Which of the following English language skills do you think are important in the office management and secretarial field? (You may choose as many options as you want)

 ( ) Speaking   ( ) Listening   ( ) Reading   ( ) Writing

12- If you had difficulty in your vocational English course, what do you think the reasons were? (You may choose as many options as you want)

( ) We were not taught General English grammar
( ) We were not taught General English vocabulary
( ) We were not taught specific vocabulary related to our subject
( ) We did not have enough practice in reading English
( ) We did not have enough practice on pronunciation
( ) We did not have enough practice in listening
( ) We did not have enough practice in speaking
( ) We did not have enough practice in writing
( ) Other, please specify..

PART TWO: LANGUAGE SKILLS

A- LISTENING

1- On the job, how frequently do you have to listen to English?
( ) Daily   ( ) A few times a week ( ) A few times a month   ( ) Never

2. How well do you understand spoken English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

3. In general, how important is it for office management and secretarial students to understand spoken English in order to be successful in their future occupation?
( ) Very important   ( ) Somewhat important   ( ) Important   ( ) Not important

4. Which of the following listening skills in English do you think are useful for office management and secretarial students in their vocational English course? (You may choose as many options as you want)

( ) Being able to understand the content of in-class listening activities.
( ) Being able to take notes during the course.
( ) Being able to understand oral instructions.
( ) Being able to understand the audio and visual materials.
( ) Other, please specify...

B- SPEAKING

1. On the job, how frequently do you have to speak in English?
( ) Daily   ( ) A few times a week ( ) A few times a month   ( ) Never

2. How well do you speak in English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

3. In general, how important is it for office management and secretarial students to speak English in order to be successful in their future occupation?
( ) Very important   ( ) Somewhat important   ( ) Important   ( ) Not important

4. Which of the following speaking skills in English do you think are important for office management and secretarial students in order to be successful in their future occupation? (You may choose as many options as you want)

( ) Being able to use efficient presenting techniques in English.
( ) Being able to ask and answer questions in job-related meetings.
( ) Being able to join discussions in job-related meetings.
( ) Being able to criticize an article or event.
( ) Being able to talk to foreign people, e.g. in meetings in Turkey or abroad.
( ) Being able to use speak on the phone.
( ) Being able to conduct interviews.
( ) Being able to introduce, greet, or see somebody off.
( ) Being able to use appropriate body language while speaking.
( ) Being able to use efficient addressing types.
( ) Other, please specify...

C- READING

1. On the job, how frequently do you read in English?
( ) Daily   ( ) A few times a week ( ) A few times a month   ( ) Never

2. How well do you read in English?
( ) Very well   ( ) Well   ( ) Adequately   ( ) Not so well   ( ) Not well at all

3. In general, how important is it for office management and secretarial students to read in English in order to be successful in their future occupation?
( ) not important   ( ) Somewhat important   ( ) important   ( ) very important

4. Which of the followings do office management and secretarial students need to be able to read and understand in English? (You may choose as many options as you want)

( ) Textbooks or course books related to your field of study
( ) Reference books related to your field of study
( ) Exam questions
( ) Papers and articles
( ) Graphs, charts or tables
( ) Letters
( ) Materials which you may encounter while using internet
( ) Other, please specify...

5. Which of the following subjects would you liked to read about most in your vocational English course for your career? (You may choose as many options as you want)

( ) Course materials
( ) Secretarial rules
( ) New trends in managing an office
( ) Working principles of office machines
( ) Rules of meetings
( ) Rules of ceremonies, interviews, introducing, greetings, seeing somebody of
( ) Difficulties of secretaries while managing an office
( ) Rules of writing business letters
( ) Writing invitation, congratulation, thanking, and condolence letters
( ) Rules of filing documents
( ) Duties of the secretaries
( ) Behaviors of the secretary
( ) Rules of protocol
( ) Conditions of contracts
( ) Materials which they may encounter while using internet
( ) Other, please specify..

D- WRITING

1. On the job, how frequently do you have to write in English?
( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well do you write in English?
( ) Very well   ( ) Well   ( ) Adequately   ( ) Not so well   ( ) Not well at all

3. In general, how important is it for office management and secretarial students to write in English in order to be successful in their future occupation?
( ) Very well   ( ) Well   ( ) Adequately   ( ) Not so well   ( ) Not well at all

4. Which of the following writing skills in English do you think are important for office management and secretarial students in order to be successful in their future occupation? (You can choose more than one)
( ) Writing job-application letters.
( ) Writing job-acceptance and refusal letters.
( ) Writing reports on small projects.
( ) Writing business letters
( ) Writing invitation, congratulation, thanking, and condolence letters
( ) Note-taking
( ) Writing formal contracts.
( ) Writing CV's or resumes
( ) Writing e-mails
( ) Other, please specify..

C. QUESTIONNAIRE FOR CONTENT TEACHERS

> My name is Serkan Çelik and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University. For my thesis, I am doing an analysis of English language needs of the Office Management and secretarial departments' students in the vocational colleges of Nigde University. To obtain the necessary information I would request that you respond to the questionnaire below meticulously. This information will help me to determine the English language needs of the students in the office management and secretarial departments of Niğde University's vocational colleges.
> Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.
> Thank you for taking the time to answer the questions fully and thoughtfully.
>
> Serkan ÇELİK
> Bilkent University
> MA TEFL 2003

PART ONE: GENERAL INFORMATION

1-Why do your students in the office management and secretarial department need English in general? (You may choose as many options as you want)

( ) To pass their English courses
( ) For their future career
( ) For their further education, such as attending a faculty.
( ) To interact with people from other backgrounds and cultures.
( ) Other, please specify..

Note: Please, use the following scale for questions 2 to 6. Put a tick (√) inside the bracket that corresponds to your answer.

(1) Strongly disagree   (2) disagree   (3) I am not sure   (4) Agree   (5) Strongly agree

2- The vocational English language course is necessary for office management and secretarial students' success at vocational college.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

3- The Vocational English language course is necessary for office management and secretarial students' success at their future occupation.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

4-The content of the vocational English course should reflect the content of the core courses in the office management and secretarial studies department.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

5- The content of the vocational English course book should reflect the content of the core courses in the office management and secretarial studies department.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

6- Which of the following English language skills are important in the office management and secretarial field? (You may choose as many options as you want)
( ) Speaking   ( ) Listening   ( ) Reading   ( ) Writing

LANGUAGE SKILLS

A- LISTENING

1. How well do you think your office management and secretarial students have to be able to understand spoken English in order to be successful in their future occupation?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

2. Which of the following listening skills in English do you think are important for office management and secretarial students in order to be successful in their future occupation? (You may choose as many options as you want)

( ) Being able to understand and transfer incoming telephone calls correctly
( ) Being able to understand the content of the job-related meetings
( ) Being able to take notes during the job-meetings
( ) Being able to understand oral instructions
( ) Being able to understand oral presentations
( ) Other, please specify..

B- SPEAKING

1. How well do you think your office management and secretarial students have to be able to speak in English in order to be successful in their future occupation?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

2. Which of the following speaking skills in English do you think are important for office management and secretarial students in order to be successful in their future occupation? (You may choose as many options as you want)

( ) Being able to use efficient presenting techniques in English.
( ) Being able to ask and answer questions in the job-related meetings
( ) Being able to join discussions in the job-related meetings
( ) Being able to have conversations with to foreign people, e.g. in meetings in Turkey
   or abroad
( ) Being able to speak on the phone
( ) Being able to conduct interviews
( ) Being able to introduce, greet, or see somebody off.
( ) Being able to use efficient addressing types
( ) Being able to arrange appointments
( ) Other, please specify...

C- READING

1. How well do you think your office management and secretarial students have to be able to read in English in order to be successful in their future occupation?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all

2. Which of the following do you think office management and secretarial students need to be able to read and understand in English? (You may choose as many options as you want)

( ) Textbooks or course books related to their field of study
( ) Reference books related to their field of study
( ) Exam questions
( ) Papers and articles
( ) Graphs, charts or tables
( ) Letters
( ) Materials which you may encounter while using the internet
( ) Other, please specify...

3. Which of the following subjects do you think would be most useful for office management and secretarial students to read about in order to be successful in their future occupations?

( ) Course materials
( ) Secretarial rules
( ) New trends in managing an office
( ) Working principles of office machines
( ) Rules of meetings
( ) Rules of ceremonies, interviews, introducing, greetings, seeing somebody of
( ) Difficulties of secretaries while managing an office
( ) Rules of writing business letters

( ) Rules of writing invitation, congratulation, thanking, and condolence letters
( ) Rules of filing documents
( ) Duties of the secretaries
( ) Behaviors of the secretary
( ) Rules of protocol
( ) Conditions of contracts
( ) Materials which they may encounter while using internet
( ) Other, please specify...

D- WRITING

1- How well do you think your office management and secretarial students have to be able to write in English in order to be successful in their future occupation?
( ) Very well ( ) Well ( ) Not very well ( ) Not well at all

2- Which of the following writing skills in English do you think are important for office management and secretarial students in order to be successful in their future occupation? (You may choose as many options as you want)

( ) Writing job-application letters
( ) Writing job-acceptance and refusal letters
( ) Writing reports on technical projects
( ) Writing business letters
( ) Writing invitation, congratulation, thanking, and condolence letters
( ) Note-taking
( ) Writing e-mails
( ) Writing CV's or resumes
( ) Other, please specify...

D. QUESTIONNAIRE FOR EMPLOYERS

> My name is Serkan Çelik and I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University. For my thesis, I am doing an analysis of English language needs of the Office Management and secretarial departments' students in the vocational colleges of Nigde University. To obtain the necessary information I would request that you respond to the questionnaire below meticulously. This information will help me to determine the English language needs of the students in the office management and secretarial departments of Niğde University's vocational colleges.
>
> Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.
>
> Thank you for taking the time to answer the questions fully and thoughtfully.
>
> Serkan ÇELİK
> Bilkent University
> MA TEFL 2003

PART ONE: GENERAL INFORMATION

1- In which sector below do you work?
( ) Health
( ) Education
( ) Technology
( ) Social services
( ) Other, please specify..

Note: For the remainder of the questionnaire, the term 'your employee' refers to the employee you have that graduated from office management and secretarial departments of Niğde University's vocational colleges.

2- Which of the following English language skills do you think are important for your employee when you think about the English requirements of your administration? (You may choose as many options as you want)
( ) Speaking   ( ) Listening   ( ) Reading   ( ) Writing

3- My employee has a sufficient knowledge of English to carry out his/her job here.
( ) Strongly disagree   ( ) disagree   ( ) Not sure   ( ) Agree   ( ) Strongly agree

PART TWO: LANGUAGE SKILLS

A- LISTENING

1- On the job, how frequently does your employee have to listen to English?
( ) Daily   ( ) A few times a week ( ) A few times a month   ( ) Never

2. How well does your employee understand spoken English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all   ( ) Don't know

3. In general, how important is it for your employee to understand spoken English in order to be successful in his/her occupation?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Which of the following listening skills in English do you think are important for your employee in order to be successful in his/her occupation? (You may choose as many options as you want)

( ) Being able to understand and transfer incoming telephone calls correctly
( ) Being able to understand the content of the job-related meetings
( ) Being able to take notes during the job-meetings
( ) Being able to understand oral instructions
( ) Being able to understand oral presentations
( ) Other, please specify...

B- SPEAKING

1. On the job, how frequently does your employee have to speak in English?
( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well does your employee speak English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all   ( ) Don't know

3. In general, how important is it for your employee to speak English in order to be successful in his/her occupation?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Which of the following speaking skills in English do you think are important for your employee in order to be successful in his/her occupation? (You may choose as many options as you want)

( ) Being able to use efficient presenting techniques in English.
( ) Being able to ask and answer questions in the job-related meetings
( ) Being able to join discussions in the job-related meetings
( ) Being able to have conversations with to foreign people, e.g. in meetings in Turkey
    or abroad.
( ) Being able to speak on the phone
( ) Being able to conduct interviews
( ) Being able to introduce, greet, or see somebody off
( ) Being able to use efficient addressing types
( ) Being able to arrange appointments
( ) Other, please specify...

C- READING

1. On the job, how frequently does your employee have to read in English?
( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well does your employee read in English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all   ( ) Don't know

3. In general, how important is it for your employee to read in English in order to be successful in his/her occupation?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Based on your experience, which of the following subjects would be most useful for office management and secretarial students to read about in a vocational English course in order to be successful in their future occupations. (You may choose as many options as you want)

( ) Secretarial rules
( ) New trends in managing an office
( ) Working principles of office machines
( ) Rules of meetings
( ) Rules of ceremonies, interviews, introducing, greetings, seeing somebody of
( ) Difficulties of secretaries while managing an office
( ) Rules of writing business letters
( ) Writing invitation, congratulation, thanking, and condolence letters
( ) Rules of filing documents
( ) Duties of the secretaries
( ) Behaviors of the secretary
( ) Rules of protocol
( ) Conditions of contracts
( ) Materials which he/she may encounter while using the internet
( ) Other, please specify..

D- WRITING

1. On the job, how frequently does your employee have to write in English?

( ) Daily   ( ) A few times a week   ( ) A few times a month   ( ) Never

2. How well does your employee write in English?
( ) Very well   ( ) Well   ( ) Not very well   ( ) Not well at all   ( ) Don't know

3. In general, how important is it for your employee to read in English in order to be successful in his/her occupation?
( ) Very important   ( ) Important   ( ) Somewhat important   ( ) Not important

4. Which of the following writing skills in English do you think are important for your employee in order to be successful in his/her occupation? (You may choose as many options as you want)

( ) Writing job-application letters
( ) Writing job-acceptance and refusal letters
( ) Writing reports on small projects
( ) Writing business letters
( ) Writing invitation, congratulation, thanking, and condolence letters
( ) Note-taking
( ) Writing CV's or resumes
( ) Writing e-mails
( ) Other, please specify..

A. ÖĞRENCİLER İÇİN ANKET

Adım Serkan ÇELİK ve Bilkent Üniversitesi'nde Yabancı Dil Olarak İngilizce Öğretimi programında yüksek lisans öğrencisiyim. Yüksek lisans tezim için, Niğde Üniversitesi meslek yüksekokullarındaki büro yönetimi ve sekreterlik bölümü öğrencilerinin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Gerekli bilgileri elde etmek için sizden aşağıdaki soruları titizlikle doldurmanızı rica ediyorum. Bu bilgiler Niğde Üniversitesi meslek yüksekokullarındaki büro yönetimi ve sekreterlik bölümü öğrencilerinin İngilizce dil ihtiyaçlarını belirlemede bana yardımcı olacaktır.

Ankete katılmak, isteğinize bağlıdır. Anketi doldurmanız cevaplarınızın bu çalışmada kullanılmasına izin verdiğiniz anlamına gelmektedir.

Soruları eksiksiz bir şekilde ve titizlikle cevaplandırmak için zaman ayırdığınızdan dolayı teşekkür ederim.

Serkan ÇELİK
Bilkent Üniversitesi
Yabancı Dil Olarak İngilizce Öğretimi Bölümü (MA TEFL)

1. BÖLÜM: GENEL BİLGİLER

1- Aşağıdaki lise türlerinin hangisinden mezun oldunuz?
( ) Düz Lise
( ) Ticaret Lisesi
( ) Endüstri ve Meslek Lisesi
( ) Anadolu Lisesi gibi yoğun İngilizce eğitimi veren liseler
( ) Başka. Lütfen açıklayınız..
....

2 - Genel olarak İnglizce öğretimine niçin ihtiyaç duymaktasınız? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İngilizce dersimden geçmek için
( ) Gelecekteki kariyerim için
( ) Eğitimimi devam ettirmek için, örneğin bir fakülteye kayıt olmak
( ) Farklı kültürlerden insanlarla iletişim kurmak için
( ) Başka. Lütfen Açıklayınız..
....

Not: Lütfen, 3. sorudan 9. soruya kadar aşağıdaki ölçeği kullanınız. (Cevabınıza uyan parantezin içine (√) işaretini koyunuz.
(1) Kesinlikle katılmıyorum
(2) Katılmıyorum
(3) Emin değilim
(4) Katılıyorum
(5) Kesinlikle katılıyorum

3- Mesleki İngilizce dersi, büro yönetimi ve sekreterlik bölümü öğrencilerinin meslek yüksekokullarındaki başarıları için gereklidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

4- Meslek İngilizce dersi, büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerindeki başarıları için gereklidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

5- Alanımla ilgili şu andaki İngilizce bilgim ilerdeki mesleğimde başarılı olabilmem için yeterlidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

6- Mesleki İngilizce dersinin şu andaki içeriği mesleki İngilizce ihtiyaçlarımızın karşılanması için yeterlidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

7- Mesleki İngilizce dersinin içeriği büro yönetimi ve sekreterlik bölümü alan derslerinin içeriğini yansıtmalıdır.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

8- Mesleki İngilizce dersinin bir ders kitabı olmalıdır.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

9- Mesleki İngilizce ders kitabının içeriği büro yönetimi ve sekreterlik bölümü alan derslerinin içeriğini yansıtmalıdır.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

10- Almakta olduğum mesleki İngilizce dersi aşağıdaki açılardan yeterlidir (Cevabınıza uygun olan kutuyu işaretleyiniz).
(1) Kesinlikle katılmıyorum
(2) Katılmıyorum
(3) Emin değilim
(4) Katılıyorum
(5) Kesinlikle katılıyorum

	1	2	3	4	5
a- Ders materyallerinin kalitesi açısından					
b- Toplam ders saati açısından					
c- Görsel ve işitsel materyaller açısından					
d- Ders kitabı açısından					
e- Alan derslerimizle ilgili terimleri içermesi açısından					

11- Büro yönetimi ve sekreterlik alanında aşağıdaki İngilizce dil becerilerinden hangilerinin önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Dinleme   ( ) Konuşma   ( ) Okuma   ( ) Yazma

12- Mesleki yabancı dil dersini anlamakta sorun yaşıyorsanız bunun sebeplerinin neler olabileceğini düşünüyorsunuz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Bize Genel İngilizce dilbilgisi öğretilmemekte
( ) Bize Genel İngilizce kelime bilgisi öğretilmemekte
( ) Bize alanımızla ilgili kelime bilgisi öğretilmemekte
( ) Yeteri kadar İngilizce okuma pratiğimizin olmaması
( ) Yeteri kadar İngilizce telaffuz pratiğimizin olmaması
( ) Yeteri kadar İngilizce dinleme pratiğimizin olmaması
( ) Yeteri kadar İngilizce konuşma pratiğimizin olmaması
( ) Yeteri kadar İngilizce yazım pratiğimizin olmaması
( ) Başka. Lütfen açıklayınız...
....

2- DİL BECERİLERİ

A- DİNLEME

1- Ders dışında, hangi sıklıkla İngilizce dinlersiniz?
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda bir kaç kez   ( ) Hiçbir zaman

2- Konuşma İngilizcesini ne kadar iyi bir şekilde anlamaktasınız?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

3- Genel olarak, konuşma İngilizce'sini anlayabilmek ilerdeki mesleğinizde başarılı olabilmeniz için ne ölçüde önemlidir?
( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Aşağıdaki İngilizce dinleme becerilerinden hangilerinin mesleki İngilizce dersinde başarılı olabilmeniz için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Sınıfta yapılan dinleme aktivitelerinin içeriğini anlayabilmek
( ) Ders süresince dinleyip not alabilmek
( ) Sözlü direktifleri anlayabilmek
( ) Görsel-işitsel araçları anlayabilmek
( ) Başka. Lütfen açıklayınız..
....
.

B- KONUŞMA

1- Ders dışında, hangi sıklıkla İngilizce konuşursunuz?
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda bir kaç kez   ( ) Hiçbir zaman

2- Ne kadar iyi bir şekilde İngilizce konuşabilmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

3- Genel olarak, İngilizce konuşmak, ilerdeki mesleğinizde başarılı olabilmeniz için ne ölçüde önemlidir?
( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Aşağıdaki İngilizce konuşma becerilerinden hangilerinin ilerdeki mesleğinizde başarılı olabilmeniz için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İngilizce etkili sunuş tekniklerini kullanabilmek
( ) Toplantılarda sorular sorup cevaplar verebilmek
( ) Toplantılarda tartışmalara katılabilmek
( ) İş gereği yabancı insanlarla konuşabilmek
( ) Telefonda konuşabilmek
( ) Röportaj yapabilmek
( ) Tanışabilmek, selamlayabilmek, uğurlayabilmek
( ) Etkili hitap tarzlarını kullanabilmek
( ) Randevular ayarlayabilmek
( ) Başka. Lütfen açıklayınız...
....

C- OKUMA

1- Ders dışında, hangi sıklıkla İngilizce okursunuz?
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda bir kaç kez   ( ) Hiçbir zaman

2- Ne kadar iyi bir şekilde İngilizce okuyabilmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

3- Genel olarak, İngilizce okumak, ilerdeki mesleğinizde başarılı olabilmeniz için ne ölçüde önemlidir?
( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Mesleki İngilizce dersinde başarılı olabilmek için aşağıdakilerden hangilerini İngilizce olarak okuyabilmeniz ve anlayabilmeniz gerekmektedir? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Alanınızla ilgili ders kitaplarını
( ) Alanınızla ilgili kaynak kitapları
( ) Sınav sorularını
( ) Yazı ve makaleleri
( ) Grafikler, posterler, ve tabloları
( ) Mektupları
( ) İnterneti kullanırken karşılaşabileceğiniz materyalleri
( ) Başka. Lütfen açıklayınız..
....

5- Mesleki İngilizce dersinde, aşağıdaki konulardan hangileri ile ilgili okumanızın ilerdeki mesleğinizde başarılı olabilmeniz için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Ders materyalleri
( ) Sekreterlik kuralları
( ) Büro yönetimindeki yeni gelişmeler
( ) Büro cihazlarının çalışma ilkeleri
( ) Toplantı kuralları
( ) Tören, röportaj, tanıştırma, selamlama, ve uğurlama kuralları
( ) Ofis yönetiminde sekreterin karsılaştığı güçlükler
( ) İş mektupları yazım kuralları
( ) Davet, teşekkür, taziye mektuplarının yazım kuralları
( ) Dosyalama kuralları
( ) Sekreterin görevleri
( ) Sekreterlik davranışları
( ) Protokol kuralları
( ) Sözleşme şartları
( ) İnterneti kullanırken karşılaşabileceğiniz materyaller
( ) Başka. Lütfen açıklayınız...
....

D- YAZMA

1- Ders dışında hangi sıklıkla İngilizce yazarsınız?
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda bir kaç kez   ( ) Hiçbir zaman

2- Ne kadar iyi bir şekilde İngilizce yazmaktasınız?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

3- Genel olarak, İngilizce yazmak, ilerdeki mesleğinizde başarılı olabilmeniz için ne ölçüde önemlidir?

( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Aşağıdaki İngilizce yazım becerilerinden hangilerinin ilerdeki mesleğinizde başarılı olabilmeniz için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İş başvuru mektupları yazımı
( ) İşe kabul ve ret mektupları yazımı
( ) Küçük çaplı projeler üzerine raporlar yazımı
( ) İş mektupları yazımı
( ) Davet, tebrik, teşekkür, ve taziye türü mektuplar yazımı
( ) Not tutabilmek
( ) CV veya özgeçmiş yazımı
( ) E-mail yazımı
( ) Başka. Lütfen açıklayınız...
....

B. MEZUN ÖĞRENCİLER İÇİN ANKET

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Ankete katılmak, isteğinize bağlıdır. Anketi doldurmanız cevaplarınızın bu çalışmada kullanılmasına izin verdiğiniz anlamına gelmektedir.

Soruları eksiksiz bir şekilde ve titizlikle cevaplandırmak için zaman ayırdığınızdan dolayı teşekkür ederim.

Serkan ÇELİK
Bilkent Üniversitesi
Yabancı Dil Olarak İngilizce Öğretimi Bölümü (MA TEFL)

1. BÖLUM: GENEL BİLGİLER

1- Aşağıdaki meslek yüksekokullarından hangisinin büro yönetimi ve sekreterlik bölümünden mezun oldunuz?

( ) Ortaköy Meslek Yüksekokulu
( ) Aksaray Meslek Yüksekokulu
( ) Niğde Meslek Yüksekokulu

2- Aşağıdaki iş alanlarından hangisinde çalışmaktasınız?

( ) Sağlık
( ) Eğitim
( ) Teknoloji
( ) Sosyal Hizmetler
( ) Başka. Lütfen açıklayınız...

3- Büro yönetimi ve sekreterlik öğrencileri genel olarak İngilizce öğretimine niçin ihtiyaç duymaktadırlar? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İngilizce dersinden geçmek için
( ) Gelecekteki kariyerleri için
( ) Eğitimlerini devam ettirmek için, örneğin bir fakülteye kayıt olmak
( ) Farklı kültürlerden insanlarla iletişim kurmak için
( ) Başka. Lütfen Açıklayınız...
....

Not: Lütfen, 4. sorudan 9. soruya kadar aşağıdaki ölçeği kullanınız. (Cevabınıza uyan parantezin içine (√) işaretini koyunuz.
(1) Kesinlikle katılmıyorum
(2) Katılmıyorum
(3) Emin değilim
(4) Katılıyorum
(5) Kesinlikle katılıyorum

4- Mesleki İngilizce dersi, büro yönetimi ve sekreterlik bölümü öğrencilerinin meslek yüksekokullarındaki başarıları için gereklidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

5- Mesleki İngilizce dersi, büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerindeki başarıları için gereklidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

6- Alanımla ilgili şu andaki İngilizce bilgim ilerdeki mesleğimde başarılı olabilmem için yeterlidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

7- Mesleki İngilizce dersinin içeriği büro yönetimi ve sekreterlik bölümü alan derslerinin içeriğini yansıtmalıdır.
 1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

8- Mesleki İngilizce dersinin bir ders kitabı olmalıdır.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

9- Mesleki İngilizce ders kitabının içeriği büro yönetimi ve sekreterlik bölümü alan derslerinin içeriğini yansıtmalıdır.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

10- Almış olduğum mesleki İngilizce dersi aşağıdaki açılardan yeterliydi. (Cevabınıza uygun olan kutuyu işaretleyiniz).
(1) Kesinlikle katılmıyorum
(2) Katılmıyorum
(3) Emin değilim
(4) Katılıyorum
(5) Kesinlikle katılıyorum

	1	2	3	4	5
a- Ders materyallerinin kalitesi açısından					
b- Toplam ders saati açısından					
c- Görsel ve işitsel materyaller açısından					
d- Ders kitabı açısından					
e- Alanımızla ilgili terimler içermesi açısından					

11- Büro yönetimi ve sekreterlik alanında aşağıdaki İngilizce dil becerilerinden hangilerinin önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Dinleme ( ) Konuşma ( ) Okuma ( ) Yazma

12- Mesleki İngilizce dersini anlamakta sorun yaşadıysanız bunun sebeplerinin neler olabileceğini düşünüyorsunuz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Bize Genel İngilizce dilbilgisi öğretilmedi
( ) Bize Genel İngilizce kelime bilgisi öğretilmedi
( ) Bize alanımızla ilgili kelime bilgisi öğretilmedi
( ) Yeteri kadar İngilizce okuma pratiği yapmadık
( ) Yeteri kadar İngilizce telaffuz pratiği yapmadık
( ) Yeteri kadar İngilizce dinleme pratiği yapmadık
( ) Yeteri kadar İngilizce konuşma pratiği yapmadık
( ) Yeteri kadar İngilizce yazım pratiği yapmadık
( ) Başka. Lütfen açıklayınız..
....

2- DİL BECERİLERİ

A- DİNLEME

1- Mesleğinizde, hangi sıklıkla İngilizce dinlemek zorunda kalmaktasınız?
( ) Hergün ( ) Haftada birkaç kez ( ) Ayda bir kaç kez ( ) Hiçbir zaman

2- Konuşma İngilizcesini ne kadar iyi bir şekilde anlamaktasınız?
( ) Çok iyi ( ) İyi ( ) İyi kötü ( ) Hiç iyi değil

3- Genel olarak, konuşma İngilizcesini anlayabilmenin büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için ne ölçüde önemli olduğunu düşünmektesiniz?
( ) Çok önemli ( ) Önemli ( ) Kısmen önemli ( ) Önemli değil

4- Aşağıdaki İngilizce dinleme becerilerinden hangilerinin büro yönetimi ve sekreterlik bölümü öğrencilerinin mesleki İngilizce derslerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Sınıfta yapılan dinleme aktivitelerinin içeriğini anlayabilmek
( ) Ders süresince dinleyip not alabilmek
( ) Sözlü direktifleri anlayabilmek
( ) Görsel-işitsel araçları anlayabilmek
( ) Başka. Lütfen açıklayınız...
....

B- KONUŞMA

1- Mesleğinizde, hangi sıklıkla İngilizce konuşmak zorunda kalmaktasınız?
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda bir kaç kez   ( ) Hiçbir zaman

2- Ne kadar iyi bir şekilde İngilizce konuşabilmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

3- Genel olarak, İngilizce konuşmak, büro yönetimi ve sekreterlik öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için ne ölçüde önemlidir?
( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Aşağıdaki İngilizce konuşma becerilerinden hangilerinin büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İngilizce etkili sunuş tekniklerini kullanabilmek
( ) Toplantılarda sorular sorup cevaplar verebilmek
( ) Toplantılarda tartışmalara katılabilmek
( ) İş gereği yabancı insanlarla konuşabilmek
( ) Telefonda konuşabilmek
( ) Röportaj yapabilmek
( ) Tanışabilmek, selamlayabilmek, uğurlayabilmek
( ) Etkili hitap tarzlarını kullanabilmek
( ) Randevular ayarlayabilmek
( ) Başka. Lütfen açıklayınız...
....

C- OKUMA

1- Mesleğinizde, hangi sıklıkla İngilizce okumak zorunda kalmaktasınız?
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda bir kaç kez   ( ) Hiçbir zaman

2- Ne kadar iyi bir şekilde İngilizce okuyabilmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

3- Genel olarak, İngilizce okumak, büro yönetimi ve sekreterlik öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için ne ölçüde önemlidir?
( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Büro yönetimi ve sekreterlik öğrencilerinin aşağıdakilerden hangilerini İngilizce olarak okuyabilmeleri ve anlayabilmeleri gerekmektedir? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Alanlarıyla ilgili ders kitaplarını
( ) Alanlarıyla ilgili kaynak kitapları
( ) Sınav sorularını

( ) Yazı ve makaleleri
( ) Grafikleri, posterleri, ve tabloları
( ) Mektupları
( ) İnterneti kullanırken karsılaşabilecekleri materyalleri
( ) Başka. Lütfen açıklayınız...
....

5- Büro yönetimi ve sekreterlik bölümü öğrencilerinin mesleki İngilizce derslerinde aşağıdaki konulardan hangileri ile ilgili okumalarının ilerdeki mesleklerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Ders materyalleri
( ) Sekreterlik kuralları
( ) Büro Yönetimindeki yeni gelişmeler
( ) Büro cihazlarının çalışma ilkeleri
( ) Toplantı kuralları
( ) Tören, röportaj, tanıştırma, selamlama, ve uğurlama kuralları
( ) Ofis yönetiminde sekreterin karsılaştığı güçlükler
( ) İş mektupları yazım kuralları
( ) Davet, tebrik, teşekkür ve taziye mektuplarının yazım kuralları
( ) Dosyalama kuralları
( ) Sekreterin görevleri
( ) Sekreterlik davranışları
( ) Protokol kuralları
( ) Sözleşmelerin şartları
( ) Etkili hitap tarzları
( ) İnterneti kullanırken karşılaşabilecekleri materyaller
( ) Başka. Lütfen açıklayınız...
....

D- YAZMA

1- Mesleğinizde, hangi sıklıkla İngilizce yazmak zorunda kalmaktasınız?
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda bir kaç kez   ( ) Hiçbir zaman

2- Ne kadar iyi bir şekilde İngilizce yazmaktasınız?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

3- Genel olarak, İngilizce yazmak, büro yönetimi ve sekreterlik öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için ne ölçüde önemlidir?
( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Aşağıdaki İngilizce yazım becerilerinden hangilerinin büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İş başvuru mektupları yazımı
( ) İse kabul ve ret mektupları yazımı
( ) Küçük çaplı projeler üzerine raporlar yazımı
( ) İş mektupları yazımı
( ) Davet, tebrik, teşekkür, ve taziye türü mektuplar yazımı
( ) Not tutabilmek
( ) CV veya özgeçmiş yazımı
( ) E-mail yazımı
( ) Başka. Lütfen açıklayınız..
....

C. BRANŞ HOCALARI İÇİN ANKET

> Adım Serkan ÇELİK ve Bilkent Üniversitesi'nde Yabancı Dil Olarak İngilizce Öğretimi programında yüksek lisans öğrencisiyim. Yüksek lisans tezim için, Niğde Üniversitesi meslek yüksekokullarındaki büro yönetimi ve sekreterlik bölümü öğrencilerinin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Gerekli bilgileri elde etmek için sizden aşağıdaki soruları titizlikle doldurmanızı rica ediyorum. Bu bilgiler Niğde Üniversitesi meslek yüksekokullarındaki büro yönetimi ve sekreterlik bölümü öğrencilerinin İngilizce dil ihtiyaçlarını belirlemede bana yardımcı olacaktır.
>
> Ankete katılmak, isteğinize bağlıdır. Anketi doldurmanız cevaplarınızın bu çalışmada kullanılmasına izin verdiğiniz anlamına gelmektedir.
>
> Soruları eksiksiz bir şekilde ve titizlikle cevaplandırmak için zaman ayırdığınızdan dolayı teşekkür ederim.
>
> Serkan ÇELİK
> Bilkent Üniversitesi
> Yabancı Dil Olarak İngilizce Öğretimi Bölümü (MA TEFL)

1. BÖLÜM: GENEL BİLGİLER

1- Büro yönetimi ve sekreterlik bölümündeki öğrencileriniz genel olarak İngilizce öğretimine niçin ihtiyaç duymaktadırlar? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İngilizce derslerinden geçmek için
( ) Gelecekteki kariyerleri için
( ) Eğitimlerini devam ettirmek için, örneğin bir fakülteye kayıt olmak
( ) Farklı kültürlerden insanlarla iletişim kurmak için
( ) Başka. Lütfen Açıklayınız..
....

Not: Lütfen, 3. sorudan 6. soruya kadar aşağıdaki ölçeği kullanınız. (Cevabınıza uyan parantezin içine (√) işaretini koyunuz.
(1) Kesinlikle katılmıyorum
(2) Katılmıyorum
(3) Emin değilim
(4) Katılıyorum
(5) Kesinlikle katılıyorum

2- Mesleki İngilizce dersi, büro yönetimi ve sekreterlik bölümü öğrencilerinin meslek yüksekokullarındaki başarıları için gereklidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

3- Mesleki İngilizce dersi, büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerindeki başarıları için gereklidir.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

4- Mesleki İngilizce dersinin içeriği büro yönetimi ve sekreterlik bölümü alan derslerinin içeriğini yansıtmalıdır.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

5- Mesleki İngilizce ders kitabının içeriği büro yönetimi ve sekreterlik bölümü alan derslerinin içeriğini yansıtmalıdır.
1 ( )   2 ( )   3 ( )   4 ( )   5 ( )

6- Büro yönetimi ve sekreterlik alanında aşağıdaki İngilizce dil becerilerinden hangilerinin önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Dinleme   ( ) Konuşma   ( ) Okuma   ( ) Yazma

2- DİL BECERİLERİ

A- DİNLEME

1- Büro yönetimi ve sekreterlik bölümündeki öğrencilerinizin ilerdeki mesleklerinde başarılı olabilmeleri için konuşma İngilizce'sini ne kadar iyi bir şekilde anlayabilmeleri gerektiğini düşünmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

2- Aşağıdaki İngilizce dinleme becerilerinden hangilerinin büro yönetimi ve sekreterlik bölümündeki öğrencilerinizin ilerdeki mesleklerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Gelen telefonları doğru şekilde anlayıp, yönlendirebilmek
( ) İşle ilgili toplantıların içeriğini anlayabilmek
( ) İşle ilgili toplantılarda not tutabilmek
( ) Sözlü direktifleri anlayabilmek
( ) Sözlü sunumları anlayabilmek
( ) Başka. Lütfen açıklayınız...
....

B- KONUŞMA

1- Büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için İngilizce'yi ne kadar iyi bir şekilde konuşabilmeleri gerektiğini düşünmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

2- Aşağıdaki İngilizce konuşma becerilerinden hangilerinin büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İngilizce etkili sunuş tekniklerini kullanabilmek
( ) Toplantılarda sorular sorup cevaplar verebilmek
( ) Toplantılarda tartışmalara katılabilmek
( ) İş gereği yabancı inanlarla konuşabilmek
( ) Telefonda konuşabilmek
( ) Röportaj yapabilmek
( ) Tanışabilmek, selamlayabilmek, uğurlayabilmek
( ) Etkili hitap tarzlarını kullanabilmek
( ) Randevular ayarlayabilmek
( ) Başka. Lütfen açıklayınız...
....

C- OKUMA

1- Büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için ne kadar iyi bir şekilde Ingilizce okuyabilmeleri gerektiğini düşünmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

2- Büro yönetimi ve sekreterlik bölümü öğrencilerinin, aşağıdakilerden hangilerini İngilizce olarak okuyabilmeleri ve anlayabilmeleri gerektiğini düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Alanlarıyla ilgili ders kitaplarını
( ) Alanlarıyla ilgili kaynak kitapları
( ) Sınav sorularını
( ) Yazı ve makaleleri
( ) Grafikleri, posterleri, ve tabloları
( ) Mektupları
( ) İnterneti kullanırken karsılaşabilecekleri materyalleri
( ) Başka. Lütfen açıklayınız...
....

3- Büro yönetimi ve sekreterlik bölümü öğrencilerinin mesleki İngilizce derslerinde aşağıdaki konulardan hangileri ile ilgili okumalarının ilerdeki mesleklerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) Ders materyalleri
( ) Sekreterlik kuralları
( ) Büro yönetimindeki yeni gelişmeler
( ) Büro cihazlarının çalışma ilkeleri
( ) Toplantı kuralları
( ) Tören, röportaj, tanıştırma, selamlama, ve uğurlama kuralları
( ) Ofis yönetiminde sekreterin karsılaştığı güçlükler

( ) İş mektupları yazım kuralları
( ) Davet, tebrik, teşekkür, ve taziye mektuplarının yazım kuralları
( ) Dosyalama kuralları
( ) Sekreterin görevleri
( ) Sekreterlik davranışları
( ) Protokol kuralları
( ) Sözleşme şartları
( ) İnterneti kullanırken karşılaşabilecekleri materyaller
( ) Başka. Lütfen açıklayınız...
....

D- YAZMA

1- Büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için ne kadar iyi bir şekilde İngilizce yazabilmeleri gerektiğini düşünmektesiniz?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil

2- Aşağıdaki İngilizce yazım becerilerinden hangilerinin büro yönetimi ve sekreterlik bölümü öğrencilerinin ilerdeki mesleklerinde başarılı olabilmeleri için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz).

( ) İş başvuru mektupları yazımı
( ) İşe kabul ve ret mektupları yazımı
( ) Küçük çaplı projeler üzerine raporlar yazımı
( ) İş mektupları yazımı
( ) Davet, tebrik, teşekkür, ve taziye mektuplarının yazımı
( ) CV veya özgeçmiş yazımı
( ) E-mail yazımı
( ) Başka. Lütfen açıklayınız...
....

D. MEZUNLARIN İŞVERENLERİ İÇİN ANKET

Adım Serkan ÇELİK ve Bilkent Üniversitesi'nde Yabancı Dil Olarak İngilizce Öğretimi programında yüksek lisans öğrencisiyim. Yüksek lisans tezim için, Niğde Üniversitesi meslek yüksekokullarındaki büro yönetimi ve sekreterlik bölümü öğrencilerinin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Gerekli bilgileri elde etmek için sizden aşağıdaki soruları titizlikle doldurmanızı rica ediyorum. Bu bilgiler Niğde Üniversitesi meslek yüksekokullarındaki büro yönetimi ve sekreterlik bölümü öğrencilerinin İngilizce dil ihtiyaçlarını belirlemede bana yardımcı olacaktır.

Ankete katılmak, isteğinize bağlıdır. Anketi doldurmanız cevaplarınızın bu çalışmada kullanılmasına izin verdiğiniz anlamına gelmektedir.

Soruları eksiksiz bir şekilde ve titizlikle cevaplandırmak için zaman ayırdığınızdan dolayı teşekkür ederim.

Serkan ÇELİK
Bilkent Üniversitesi
Yabancı Dil Olarak İngilizce Öğretimi Bölümü (MA TEFL)

1. BÖLÜM: GENEL BİLGİLER

1- Aşağıdaki alanlardan hangisinde çalışmaktasınız?

( ) Sağlık
( ) Eğitim
( ) Teknoloji
( ) Sosyal hizmetler
( ) Başka. Lütfen açıklayınız...

Not: Anketin bundan sonraki bölümlerindeki 'personeliniz' ifadesi Niğde Üniversitesi Meslek Yüksekokullarının Büro Yönetimi ve Sekreterlik bölümünden mezun olmuş olan personelinizi ifade etmektedir.

2- İşletmenizin İngilizce gereksinimlerini düşündüğünüzde, personeliniz için aşağıdaki İngilizce dil becerilerinden hangilerinin önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz)

 ( ) Dinleme   ( ) Konuşma   ( ) Okuma   ( ) Yazma

3- Personelim buradaki işini yapabilmek için yeteri kadar İngilizce bilgisine sahiptir.

( ) Kesinlikle Katılmıyorum
( ) Katılmıyorum
( ) Emin Değilim
( ) Katılıyorum
( ) Kesinlikle Katılıyorum

2- DİL BECERİLERİ

A- DİNLEME

1- Personeliniz, işi gereği hangi sıklıkla İngilizce dinlemek zorunda kalmaktadır?
( ) Hergün ( ) Haftada birkaç kez( ) Ayda birkaç kez ( ) Hiçbir zaman

2- Personeliniz konuşma İngilizce'sini ne derecede iyi bir şekilde anlayabilmektedir?
( ) Çok iyi ( ) İyi ( ) İyi kötü ( ) Hiç iyi değil ( ) Bilmiyorum

3- Genel olarak, konuşma İngilizce'sini anlayabilmek personelinizin işinde başarılı olabilmesi için ne ölçüde önemlidir?
( ) Çok önemli ( ) Önemli ( ) Kısmen önemli ( ) Önemli değil

4- Aşağıdaki İngilizce dinleme becerilerinden hangilerinin personelinizin mesleğinde başarılı olabilmesi için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz)

( ) Gelen telefonları doğru şekilde anlayıp, yönlendirmek
( ) İşleriyle bağlantılı toplantıların içeriğini anlayabilmek
( ) İşleriyle bağlantılı toplantılarda not alabilmek
( ) Sözlü direktifleri anlayabilmek
( ) Sözlü sunumların içeriğini anlayabilmek
( ) Başka. Lütfen açıklayınız..
....

B- KONUŞMA

1- Personeliniz, işi gereği hangi sıklıkla İngilizce konuşmak zorunda kalmaktadır?
( ) Hergün ( ) Haftada birkaç kez ( ) Ayda birkaç kez ( ) Hiçbir zaman

2- Personeliniz İngilizce'yi ne derecede iyi bir şekilde konuşabilmektedir?
( ) Çok iyi ( ) İyi ( ) İyi kötü ( ) Hiç iyi değil ( ) Bilmiyorum

3- Genel olarak, İngilizce konuşmak personelinizin işinde başarılı olabilmesi için ne ölçüde önemlidir?
( ) Çok önemli ( ) Önemli ( ) Kısmen önemli ( ) Önemli değil

4- Aşağıdaki İngilizce konuşma becerilerinden hangilerinin personelinizin mesleğinde başarılı olabilmesi için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz)

( ) İngilizce etkili sunuş tekniklerini kullanabilmek
( ) Toplantılarda sorular sorup cevaplar verebilmek
( ) Toplantılarda tartışmalara katılabilmek
( ) İş gereği yabancı inanlarla konuşabilmek
( ) Telefonda konuşabilmek

( ) Röportaj yapabilmek
( ) Tanışabilmek, selamlayabilmek, ve uğurlayabilmek
( ) Etkili hitap tarzlarını kullanabilmek
( ) Randevular ayarlayabilmek
( ) Başka. Lütfen açıklayınız..
....

C- OKUMA

1- Personeliniz, işi gereği hangi sıklıkla İngilizce okumak zorunda kalmaktadır
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda birkaç kez   ( ) Hiçbir zaman

2- Personeliniz İngilizce'yi ne derecede iyi bir şekilde okuyabilmektedir?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil   ( ) Bilmiyorum

3- Genel olarak, İngilizce okumak personelinizin işinde başarılı olabilmesi için ne ölçüde önemlidir?
( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Deneyimlerinize göre, personelinizin işinde başarılı olabilmesi için aşağıdaki konulardan hangileriyle ilgili mesleki İngilizce dersinde okumuş olmasının yararlı olabileceğini düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz)

( ) Sekreterlik kuralları
( ) Büro yönetimindeki yeni gelişmeler
( ) Büro cihazlarının çalışma ilkeleri
( ) Toplantı kuralları
( ) Tören, röportaj, tanıştırma, selamlama, ve uğurlama kuralları
( ) Ofis yönetiminde sekreterin karsılaştığı güçlükler
( ) İş mektupları yazım kuralları
( ) Davet, teşekkür, taziye mektuplarının yazım kuralları
( ) Dosyalama kuralları
( ) Sekreterin görevleri
( ) Sekreterlik davranışları
( ) Protokol kuralları
( ) Sözleşme şartları
( ) İnterneti kullanırken karsılaşabileceği materyaller
( ) Başka. Lütfen açıklayınız..
....

D- YAZMA

1- Personeliniz, işi gereği hangi sıklıkla İngilizce yazmak zorunda kalmaktadır
( ) Hergün   ( ) Haftada birkaç kez   ( ) Ayda birkaç kez   ( ) Hiçbir zaman

2- Personeliniz İngilizce'yi ne ölçüde iyi bir şekilde yazabilmektedir?
( ) Çok iyi   ( ) İyi   ( ) İyi kötü   ( ) Hiç iyi değil   ( ) Bilmiyorum

3- Genel olarak, İngilizce yazmak personelinizin işinde başarılı olabilmesi için ne ölçüde önemlidir?

( ) Çok önemli   ( ) Önemli   ( ) Kısmen önemli   ( ) Önemli değil

4- Aşağıdaki İngilizce yazım becerilerinden hangilerinin personelinizin mesleğinde başarılı olabilmesi için önemli olduğunu düşünmektesiniz? (İstediğiniz sayıda seçenek işaretleyebilirsiniz)

( ) İş başvuru mektupları yazımı
( ) İşe kabul ve ret mektupları yazımı
( ) Küçük çaplı projeler üzerine raporlar yazımı
( ) İş mektupları yazımı
( ) Davet, tebrik, teşekkür, ve taziye türü mektuplar yazımı
( ) Not tutabilmek
( ) CV veya özgeçmiş yazımı
( ) E-mail yazımı
( ) Başka. Lütfen açıklayınız...
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